The University of Texas at Tyler
College of Education and Psychology
School of Education
EDLR 5349 - Curriculum and Instruction for School Improvement

Instructor Information

Session	Fall 2023: August 21-December 9
Last Day to Withdraw	October 30, 2023
Credit	3 hours
Course Meeting/Room	Online/Canvas
Office Hours	By Appointment
Instructor	Dr. Jennifer Bailey
Contact	903-746-5753 (cell)
	jenniferbailey@uttyler.edu

Catalog Description
This course offers a framework intended to help educational leaders (principals) recognize quality instructional and curricular practices that lead to school improvement and student success. The course will provide research-based-teaching methods, explains how to implement them in the classroom, and shows what exemplary instruction really looks like. Students will observe examples of state-of-the-art teaching methods in action.

Student Learning Outcomes

Texas Principal Standards: Access the Texas Principal Standards here

The student will be able to:
- Understand the attributes of high-quality instructional practices to improve and restructure student learning *(Texas Principal Standard 1)*
- Understand the importance of aligning curriculum, instruction, and assessment *(Texas Principal Standard 1)*
- Understand how to advocate for and sustain instructional programs conducive to student learning (Texas *Principal Standards 1, 3 & 4)*
- Learn how to coach teachers to promote organizational change and establish advanced learning organizations *(Texas Principal Standards 1, 2 & 3)*
- Apply leadership principles to inform strategic planning *(Texas Principal Standard 5)*

National Educational Leadership Preparation (NELP) Standards-Building Level: Access NELPS here

Standard 1: Mission, Vision, and Improvement

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

National Educational Leadership Preparation (NELP) Standards-Building Level (continued)

Standard 4: Learning and Instruction

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 7: Building Professional Capacity

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Required Textbooks
APA Manual, 7th Edition.

All course readings will be provided within each Canvas module as articles, book chapters, or free access to full texts from the library. We will utilize the Learning and Teaching chapter in *Break Through Principals* from your previous course as well, but with a different lens. If you do not have the text, you will be provided access.

Course Requirements

Discussion Board and Participation	25%
Assignments	25%
Pillar Project	25%
Final Exam	25%

For details about weekly assignments and due dates, refer to the assignment schedule provided within the syllabus addendum/calendar located on the Home Page and in the Course Information module.

Course Grading

A	90-100% of points
B	80-89% of points
C	70-79% of points
D	60-69% of points
F	below 59.9% of total points

Professor guidelines/expectations related to grading and coursework:
1. All assignments must be submitted to receive an A in this course.
2. No late work is accepted, including discussion board posts.
3. If an initial discussion board post is submitted after the due date, no points will be awarded. Engaging in peer response will not earn partial credit.
4. Initial Discussion Board posts are always due on a Tuesday by midnight. This allows a few extra days to read before posting while also allowing sufficient time for the small group to review posts and respond by the following Sunday. If Tuesday due dates are challenging for you, self-schedule your initial posts for the Sunday prior.
5. Modules are either 2 or 3 weeks long with a recommended weekly pacing guide to help keep you on track. If you wait until due dates or the end of the module to engage in the readings and assignments, you will not be successful in this course.

<u>**Anticipated Course Timeline and Module Focus: Full Calendar will be posted on August 21**</u>

Module 1: Getting Started with School Improvement
August 21-September 3 (2-week long module)
Reading: Instructional Transformation
Schedule Interviews: CIA Director, Principal, Instructional Coach/Lead Teacher

Module 2: Examining the Components of Leading CIA for Improvement
September 4-September 17 (2-week long module)
Reading: Breakthrough Principals-Learning and Teaching
Complete Interviews: CIA Director, Principal, Instructional Coach/Lead Teacher
⇒ Item 1 for Leading School Improvement Pillar Project: Identify Priority

Module 3: Leading Curriculum, PLCs and Identifying Improvement Priorities
September 18-October 8 (3-week long module)
Reading: Starting a Movement: Building Culture from the Inside Out with PLCs
Simulation Activity: PLC and Critical Issues Assessments (will need a small campus team)
⇒ Item 2 for Leading School Improvement Pillar Project: Identify PLC Priority

Module 4: Leading Assessment and Data Analysis
October 9-October 29 (3-week long module)
Reading: Leverage Leadership 2.0 Data-driven Instruction
Simulation Activity: Data-driven Assessment (will need a small campus team)
⇒ Item 3 for Leading School Improvement Pillar Project: Identify Data Teaming Priority

Module 5: Leading Instruction for School Improvement
October 30-November 19 (3-week long module)
Reading: Get Better Faster Coaching Principles
Simulation Activity: SchoolsSims Simulation (will need to sign-up for a synchronous time)
⇒ Item 4 for Leading School Improvement Pillar Project: Identify Instructional Development Priority

Module 6: Moving from Theory to Practice for School Improvement
November 26-December 8 (2-week long module)
Leading School Improvement Pillar Project (Pulling it together to complete)
Final Exam

<u>COURSE POLICIES</u>

Participation and your commitment to your learning is critical to your success in any course. If you wait until the end of the module to complete readings and assignments, you will not be successful in this course.

Communication: To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at jenniferbailey@uttyler.edu Also, since we are in an asynchronous program, I have provided my cell phone number. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I will reply to emails within 24 hours during the workweek, but over the weekend, I may be delayed. If you have an emergency, please do not hesitate to contact me on my cell.

I utilize the Announcements feature in Canvas for reminders, news, and support. Students are expected to check this regularly for ongoing communication.

 Simulation Activities: As part of the coursework, we will engage in a Simulation Activity through each module.

Simulation is designed to put you in the driver's seat in a risk-free environment and facilitate moving from theory to practice in your learning. Some simulation activities will require you to collaborate with a small team at your campus, so you will be responsible for identifying participants and scheduling the collaborative focus to complete your activity.

Discussion Boards: We will engage in discussion boards during each module. As an instructor, I strive to provide a differentiated approach to the boards, so it is not your typical "write a response and respond to two colleagues." As such, I also stagger the due dates within the discussion board forums to ensure equitable opportunity to engage meaningfully with all group members. Please be sure to review the expectations for the respective board at the beginning of each module to plan your participation accordingly. Your timely participation in discussions is a substantial part of your grade in this course and late posts will result in a loss of credit. You will note that your original post to the class discussions will be due first while your response to your classmates will be due later in the module. This structure will ensure we can engage in meaningful conversations about the content we are learning about within curriculum and instruction for school improvement.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be

aware. <mark>**The Census Date for Fall 2023 is September 1, 2023**</mark>. The actions include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i)   "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by the plagiarism detector available on Canvas.

UT Tyler Resources for Students
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP)
VISION AND MISSION

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.