



**EDLR 5349.060**  
**Curriculum and Instruction for School Improvement**  
**Fall 2022**  
**Online**

**Instructor:** Heather D. Carnes, Ed.D.  
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*Please allow up to 48 hours for a response*  
**Office Hours:** Online; Zoom by appointment  
*Please email with a request to meet. Include at least two options for time.*

**Last Day to withdraw from the course: November 4, 2022**

**Course Description:**

An in-depth investigation into contemporary literature and case studies of advanced concepts in organizational leadership, learning, and change. Students will analyze, create, and design advanced learning organizations in order to facilitate the change necessary to restructure schools and learning.

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, explanations for how to implement them in the classroom, and demonstrate what exemplary instruction really looks like. Students will observe examples of state-of-the-art teaching methods in action.

**Required Texts:**

Zemelman, S., Daniels, H., and Hyde, A. (2012). *Best Practice: Bringing standards to life in America's classrooms* (4th ed.). Portsmouth: Heinemann.

Selected readings posted in Canvas.

**Technology required:**

- Email
- Canvas LMS
- PDF reader

**Student Learning Objective Matrix:**

<b>Student Learning Objective</b>	<b>Associated Assignments</b>	<b><u>Texas Principal Standards (T-PESS Resources)</u></b>
Understand the attributes of high-quality instructional practices to improve and restructure student learning	Reading quizzes Discussion board posts	Texas Principal Standard 1
Learn how to design and understand the importance of aligning curriculum, instruction, and assessment	Reading quizzes Discussion board posts Curriculum tasks	Texas Principal Standard 1
Understand how to advocate for and sustain an instructional program conducive to student learning	Reading quizzes Discussion board posts Coordinator interviews	Texas Principal Standards 1, 3, and 4
Learn how to coach teachers to promote organizational change and establish advanced learning organization	Reading quizzes Discussion board posts	Texas Principal Standards 1, 2, & 3
Apply leadership and management practices	Reading quizzes Discussion board posts Curriculum tasks Reflection paper	Texas Principal Standard 3

**Professional Expectations:**

- Attend all class meetings
- Complete all course readings
- Engage with all course materials and tasks thoroughly
- Communicate openly with instructor and group members
- Use technology responsibly
- Internalize and apply the Principal Standards

**Canvas:**

Course documents and assignments can be found in the Canvas LMS. Refer to this site often for course handouts and other information. You are responsible for reading and studying this material.

**Attendance (online classes):**

Education is a *people business*. Learning how to manage programs, engage with students, analyze curriculum, collaborate with colleagues, communicate with stakeholders, and facilitate growth in individuals becomes exponentially more difficult to accomplish virtually.

Learning, specifically within a community of like-minded learners, requires your presence. Simply put, you have to be here to learn. In an online course such as this, your presence is marked by your engagement with the materials and your classmates.

You are expected to login to the Canvas course regularly, submit your work on time, and participate in course discussions and cooperative groups. Although infrequent, this course has virtual (Zoom) meetings to review expectations and clarify any directions. Dates and times for these meetings will be scheduled in Canvas.

Failure to meet these expectations will result in a lower course grade.

### **Components of the Course Grade**

Time management is a vital skill for campus principals. No matter how good you believe yourself to be at time management, the job will always find a way to surprise you. The expectation is for you to engage fully in the course, with depth, and in a timely manner.

Assignment descriptions and expectations are posted in detail within Canvas. All students will be assigned to small groups that you will work with during the semester. You will be able to see your group members under the “People” link in Canvas. If you have any questions or concerns, please reach out to me so that I can help you.

I also understand that exigent circumstances may arise. Should you encounter an unavoidable circumstance, please contact me prior to the due date. I don’t expect you to share details beyond your comfort level, but feel free to share anything that will help me provide assistance to you.

Active involvement in discussions and activities constitutes emergent learning experiences and cannot be recreated at the same depth at a future point. For that reason, it is imperative that you stay up-to-date on your assignments so that you can participate in the learning and conversations as they happen. Reading the assigned materials prior to class is essential and indispensable to your learning. Please be prepared.

Discussion Boards	15%
Quizzes	20%
Written Assignments	35%
Final Exam	30%

Based on calculated percentages, final grades will be posted as follows:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = Below 60%

***IMPORTANT! Every student must complete every assignment. Students with missing assignments will earn no higher than a B for the course.***

### **Expectations and Assignments**

<b>Due Date</b>	<b>Assignment Name</b>	<b>Description</b>	<b>Category</b>	<b>Value</b>
	Getting Started	Syllabus Module	—	0
-----	Module 1	-----	-----	---
8/23/2022	Course Introduction/ELAR Overview	Zoom Meeting	—	0
8/26/2022	Introduction	Introductory Video	Discussion	5
9/1/2022	Course Reading - C&I	Respond to discussion board prompts	Discussion	10
9/6/2022	Formative Assessment	C&I Quiz	Quiz	10
-----	Module 2	-----	-----	---
9/8/2022	Course Reading - Reading	Respond to discussion board prompts	Discussion	10
9/8/2022	Course Reading - Writing	Respond to discussion board prompts	Discussion	10
9/15/2022	Reading & Writing Curriculum Task	Prepare ELAR analysis following posted guide	Written Assignment	25
9/20/2022	ELAR Reflection	Complete a group learning summary; respond to at least two other group reflections	Discussion	10
9/22/2022	Formative Assessment	Reading & Writing Quiz	Quiz	10
-----	Module 3	-----	-----	---
9/26/2022	Math Overview	Zoom Meeting	—	0
9/27/2022	Course Reading - Math	Respond to discussion board prompts	Discussion	10
10/4/2022	Math Curriculum Task	Prepare Math analysis following posted guide	Written Assignment	25
10/6/2022	Math Reflection	Complete a group learning summary; respond to at least two other group reflections	Discussion	10
10/11/2022	Formative Assessment	Math Quiz	Quiz	10
-----	Module 4	-----	-----	---

Due Date	Assignment Name	Description	Category	Value
10/13/2022	Science/Social Studies Overview	Zoom Meeting	—	0
10/18/2022	Course Reading - Science/Social Studies	Respond to discussion board prompts	Discussion	10
10/25/2022	Science/Social Studies Curriculum Task	Prepare science and social studies analyses following posted guides	Written Assignment	25
10/27/2022	Science and Social Studies Reflection	Complete a group learning summary; respond to at least two other group reflections	Discussion	10
11/1/2022	Formative Assessment	Science/Social Studies Quiz	Quiz	10
-----	Module 5	-----	-----	---
11/8/2022	Non-Core Content Overview	Zoom Meeting	—	0
11/10/2022	Course Reading - Non-Core content areas	Respond to discussion board prompts	Discussion	10
11/15/2022	Non-core Content Reflection	Complete a group learning summary; respond to at least two other group reflections	Discussion	10
11/17/2022	Formative Assessment	Non-Core Content Quiz	Quiz	10
-----	Module 6	-----	-----	---
11/29/2022	Final Notes and Closure	Zoom Meeting	—	0
12/1/2022	Final Reflection	Written paper with cumulative reflection of all content throughout the course	Written Assignment	25
12/8/2022	Final Exam	Cumulative Final Exam	Final	100

Please familiarize yourself with the following course documents not included in this syllabus.

1. University and department policies
2. The separate reading and assignment schedule located in Canvas.

This syllabus is a tentative agreement between the instructor and the students enrolled in this course and in no way represents a binding contract. The instructor reserves the right to make changes to this document as the course progresses.

### **Final Notes**

As a teacher, you understand the importance of effective feedback for your students. Learning and growth progress at a faster rate and are more comprehensive when learners understand their

strengths and weaknesses and are afforded the opportunity to improve. Clear and honest feedback is a skill you must also master as a campus principal.

Clear and honest feedback about this course helps me to make updates for *future* classes. If there is an issue you are having *now*, please let me know *now*. I will not see the evaluation data until this course closes, so I won't be able to help you specifically if I don't know about the issue before the course closes.

More importantly, if you are struggling I won't know how to help you. Learners experience comprehension and connections at different rates and through different measures. While productive struggle is beneficial, frustration can breed anger and distress which shut down learning.