

Educational Leadership in Curriculum and Instruction

EDAS 5323



Version 1.3.2

Southern Wesleyan University

Central, Charleston, Columbia, Greenville, Greenwood, Spartanburg, North Augusta
South Carolina

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Mission

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

The School of Education Mission

“Educators who demonstrate scholarship within a Christian ethic of care”

Conceptual Framework

As scholars who demonstrate a Christian ethic of care through their actions, teachers [leaders] should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow. These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Leadership candidates who demonstrate competence in meeting the requirements of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) performance standards, as well as Interstate New Teacher Assessment and Support Consortium (INTASC) Principle 10 (constituent relations), and the Educational Leadership Constituent Council (ELCC) standards can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose leadership practices are aligned with the ELCC Standards and the School of Education’s dispositions Principle 11 (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions.

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions relating to a Christian ethic of care to self, learners, colleagues, and community. As Southern Wesleyan prepares teacher candidates to assume pivotal roles in America’s public schools, the elements of the conceptual framework have been linked to the principles established by the Interstate School Leaders Licensure Consortium (ISLLC) and ELCC Standards. A leadership candidate’s performance during internship is assessed using South Carolina’s assessment standards as found in PADEPP. These standards are aligned with the ELCC Principles.

Teaching and Learning at Southern Wesleyan University

As educators, we view teaching and learning as a complex endeavor relying upon what we know about how the human brain functions, how students develop cognitively, and how to arrange learning experiences accordingly. However, teaching is not formulaic or unproblematic. Teachers cannot view the learning process solely as an applied science because it is also a social practice. Human beings bring all sorts of emotional, psychosocial, and spiritual issues with them into the learning experience, which often cannot easily be identified or understood. For that reason, teaching is much like a dance between the applied science and the social practice—it is an art form that requires preparation, reflection, adeptness, practice, and prayer. This syllabus will help faculty and candidates as they engage in the complex learning enterprise.

Connection to the Mission of Southern Wesleyan University

This syllabus is designed to assist instructors as they create an “excellent learning experience that promotes intellectual inquiry, fosters spiritual growth, equips for service, and mobilizes leaders whose lives transform their world...” As such, it should target not only the important things for candidates to know and be able to do in their chosen fields, but it should be intentional about helping candidates to develop deep understandings that will endure and the ability to critique their own assumptions, beliefs, and values.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university’s teacher education programs are also approved by the South Carolina State Board of Education.



Educational Leadership in Curriculum and Instruction EDAS 5323

Course Description

Candidates will learn different theoretical approaches to curriculum and instructional design with a critical focus on social, philosophical, and historical foundations. Candidates will develop criteria, research tools, and processes for evaluating the effectiveness of instructional programs and will lead curricular and instructional change.

ENDURING UNDERSTANDINGS

- Data analysis, monitoring, and adjusting drive all curricular and instructional decision making within a school.
- A highly qualified faculty and staff drive student performance and achievement.
- Educational leaders are agents of change for curriculum and instruction.

Course Prerequisites

Candidates pursuing the Master of Education in Administration and Supervision degree must possess a valid teacher license from the State of South Carolina or credentials that would qualify them for South Carolina licensure. Further, it is expected that candidates will be currently employed as an educator.

Course Learning Outcomes

Upon successful completion of this course, candidates will

- read and use research in curriculum, instruction and related fields.
- develop valid curricular objectives and performance criteria.
- design learning experiences to achieve curriculum objectives.
- design a logical, functional system of curriculum evaluation.
- develop and implement techniques of experimentation.
- assume the role of change agent.
- analyze contemporary educational criticism and relate such criticism to curriculum development practices.
- make assessments of the outcomes of learning and make instructional decisions based on these outcomes.
- select appropriate materials and instructional approaches and utilize effective planning for instruction, based upon acquired data.
- provide instructional leadership for other professional educators for whom they are professionally responsible.
- serve as resource persons and/or conduct in-service programs in the areas of curriculum and instruction.
- modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment findings.
- develop instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students.
- prepare scholarly, research-based reports and presentations related to the field of curriculum and instruction.

Course Learning Assignments and Assessments

Grading Guidelines

Assessments	Percentage	On a four-point scale
Written Interpretation of School Report Card	10 %	0.4
Analysis Paper	10 %	0.4
Review of Literature	10 %	0.4
Philosophy of Curriculum and Instruction	10 %	0.4
Curriculum Model	10 %	0.4
Curriculum Redesign Project	30 %	1.2
Presentation-Curriculum Project	10 %	0.4
Participation and Attendance	10 %	0.4
Totals	100 %	4.0

Evidence of Learning

Evidences of learning for this course are cumulative in nature, each assignment providing an information base for following assignments. There is therefore an overlap in content between assignments, and this is intentional, encouraging the candidate to revisit past work in order to more completely address the current project.

- **Written Interpretation of School Report Card – 10%**
This paper should be between 1200-1500 words in length. Each candidate should examine the demographics of his/her school and examine each grade level tested. The focus should be on strengths and areas of needed improvement, addressing gaps in expected outcomes. **Upload and submit on Chalk and Wire.**
- **Analysis Paper – 10%**
This paper should be between 1200 -1500 words in length. Using the results of the Written Interpretation of School Report Card as justification, the paper must identify some possible areas where curriculum redesign in the candidate's school would benefit or enhance student learning. Candidates must analyze the current curriculum and determine if any refinement is needed. **Upload and submit on Chalk and Wire.**
- **Review of Literature– 10%**
This paper should be between 1200-1500 words in length and must state the curriculum redesign the candidate chose in the Analysis Paper, a description of the problem, problem documentation, and causes of the problem with a focus on the relationship of the problem to the literature. **Upload and submit on Chalk and Wire.**
- **Philosophy of Curriculum and Instruction – 10%**
This paper should be between 1200-1500 words in length and must state the candidate's personal philosophy of curriculum and instruction, including anticipated impact of the philosophy on the proposed curriculum redesign. **Upload and submit on Chalk and Wire.**
- **Curriculum Model – 10%**
Candidates must develop a curriculum model that is grounded in a needs assessment and best practices, covers district and state standards, and shows knowledge of human and physical resources in order to positively affect the improvement of student outcomes. There is no set length for this part of the curriculum project. Candidates must discuss and evaluate possible

changes and/or solutions in the curriculum, fully describing the chosen curriculum changes, and reporting any actions that may have actually taken place as a result of the curriculum model.

Upload and submit on Chalk and Wire.

- **Curriculum Redesign Project – 30%**

The curriculum redesign project represents the Curriculum Model applied to the school setting, with a focus on program evaluation. It should contain

- an introduction – a description of the community, the school setting, and the candidate’s philosophy of curriculum and instruction.
- a study of the problem – problem statement, problem description, problem documentation, causative analysis, and relationship of the problem to the literature.
- anticipated outcomes – goals and expectations, related to district, state, and national standards on student outcomes.
- a solution strategy – discussion and evaluation of solutions, description of selected solutions, report of any action taken.

Upload and submit on Chalk and Wire

- **Presentation of Curriculum Redesign Project – 10%**

The following guidelines should be used for oral presentations:

- The length of the presentation(s) will be determined by the faculty member. The presenter will always ask for questions when the full presentation is complete and allow additional time for questions. One mark of a good presentation is that it adheres to the allocated time.
- Presentations should not be read to the audience. Candidates should use key words as an outline of the subject and then present key words on transparencies, the class chalkboard, flip charts, or PowerPoint.
- Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed material.
- In this course (and all others), oral presentations are used to sell the audience on the report.
- The following is a list of factors that are important when making a presentation:
 1. Quality of presentation
 - a. Eye contact
 - b. Expression
 - c. Use of notes
 - d. Proper diction
 - e. Clear and audible speech
 2. Quality of argument
 - a. Validity of the arguments
 - b. Evidence of research/knowledge
 - c. Forcefulness
 3. Appearance
 4. Enthusiasm

Upload and submit on Chalk and Wire.

Learning Teams

In this course, learning teams will be used primarily to provide direction and constructive criticism for course assignments and assessments.

Correlation Matrix

Course Number	Course Name	SWU Leadership Standard	ELCC Standard	PADEPP Standard	SWU Learning Outcomes
EDUC 5323	Educational Leadership for Curriculum and Instruction	3	2	2	10

For a list of all the ELCC standards, consult <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>

For a list of all the ISLLC standards, consult http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf

For a list of all the SC PADEPP standards, consult <http://ed.sc.gov/agency/Educator-Quality-and-Leadership/Leadership/old/pd/documents/adeppstandardsandcriteria.pdf>

For a list of SWULOs, consult http://www.swu.edu/academics/catalog/catalog_pdf/2010-2011_SWU_Graduate_catalog.pdf

Grade Equivalency Table

The student's final grade will reflect the grading system adopted by Southern Wesleyan University. All grades are reported in a system of eleven letter grades designated as "A" thru "F" with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Designation	Numeric value for GPA
100-96	A	4.0
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0

WRITTEN REPORT GUIDELINES

The following guidelines should be used for written reports submitted by individuals or learning teams:

- The length of the report will be determined by the faculty member.
- The report should be typed, double-spaced, front side only, in Times New Roman 12-point font. Titles, etc., can be in a larger font size.
- Candidates must follow APA format for proper grammar, spelling, sentence/paragraph structure, and footnote or endnote structure. All cases are to be written in the third person as a professional paper.
- A cover sheet should include the candidate's name, course number, the report title, faculty member's name, and the date submitted. A hardback cover for the report is not required.
- Titles for each section may be used if the candidate desires.
- The learning team report is to
 - outline and discuss the relevant issues/problems underlying the topic, including historical comments if desired.
 - present opposing/alternative views concerning the issues.
 - generate creative solutions that are original, not someone else's.
 - present the learning team's synthesis or proposed position concerning the issue in a logical manner.
 - contain accurate and complete data.
- The report is not to consist of several separate papers put together to make one larger report. Instead, it should represent the results of the learning team's research and thinking together about the issue and coming to conclusions concerning possible solutions. Obviously, individuals in the team will be given specific tasks by the learning team.
- Each learning team member is to participate in the preparation and presentation of the report.

TEXTBOOK

Glatthorn, A.A., Boschee, F., & Whitehead, B.M. (2012). *Curriculum leadership: Strategies for development and implementation*. (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Selected Readings

Book Excerpts

- Schmoker, M. (1999). *Results: The key to continuous school improvement*. Alexandria, VA: ASCD.
- Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: ASCD.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvement in teaching and learning*. Alexandria, VA: ASCD.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD

Other

Selected journal articles from *Educational Leadership*, ASCD.
SC ADEPT Plan-<http://www.scteachers.org/ADEPT/> South Carolina Department of Education.

TECHNOLOGY REQUIREMENT

Technologies are integrated into the instruction for the purpose of demonstrating to candidates how Promethean /Smart Boards, PowerPoint, the Internet, and on-line information exchange can be incorporated into the curriculum. Candidates are encouraged to use available technology in their presentations.

EDAS 5323 – SESSION ONE

Objectives	Assignments/Assessments
<p>Essential Questions</p> <p>What is curriculum and why is it important for all stakeholders to be involved in its development and assessment?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • assume the role of change agent. • analyze contemporary educational criticism and relate such criticism to curriculum development practices. 	<p><u>Prior to Session One, each candidate will</u></p> <ol style="list-style-type: none"> 1. read Ch. 1, "The Nature of Curriculum," and Ch. 2, "Curriculum History: The Perspective of the Past." 2. bring a copy of his/her long range plans for at least one semester. 3. read the Case Study "Bridging the Gap Between Theory and Practice." Complete "The Challenge." 4. read the Case Study "Curriculum Approaches Can Challenge Administrators." Complete "The Challenge." 5. write an interpretation of a statistics report for his/her SC School Report Card. 6. bring the latest copy of the SC School Report Card for his/her school. <p><u>During Session One, each candidate will</u></p> <ol style="list-style-type: none"> 1. list the steps in designing a program of studies for one level of schooling in one subject such as elementary, middle, or secondary social studies. 2. list the steps in designing a field of study for a K-12 subject. Candidates may choose any subject area and should list specific topics to be covered. Long Range Plans may be used as a guide for the topics of study.

EDAS 5323 – SESSION TWO

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>Why is it important to mix theory and reality of school curriculum together as part of the planning process of curriculum change?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • read and use research in curriculum, instruction, and related fields. • make assessments of the outcomes of learning and make instructional decisions based on these outcomes. • provide instructional leadership for other teachers for whom they are professionally responsible. 	<p><u>Prior to Session Two, each candidate will</u></p> <ol style="list-style-type: none"> 1. read Ch. 3, "Curriculum Theory," and Ch. 4, "The Politics of Curriculum." 2. read the Case Study "Integrating Curriculum Theory." Complete "The Challenge." 3. read the Case Study "Being Politically Correct." Complete "The Challenge." 4. write an analysis paper identifying some possible areas where curriculum redesign in the candidate's school would benefit or enhance student learning. <p><u>During Session Two, each candidate will</u></p> <ol style="list-style-type: none"> 1. act as a member of a policy committee charged with reviewing and rewriting the curriculum in the school district for promotion, retention, and graduation. 2. write a brief outline for policies on promotion, retention, and graduation for his/her grade level. 3. submit the proposals to the faculty (class members) for adoption or rejection. Each committee should select a chairperson.

EDAS 5323– SESSION THREE

Objectives	Assignments/Assessments
<p>Essential Questions</p> <p>“People will usually support what they help to create.” Using this statement as a premise, how can we organize, change, and provide for improved curriculum and instruction?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • design learning experiences to achieve curriculum objectives. • modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment findings. 	<p><u>Prior to Session Three, each candidate will</u></p> <ol style="list-style-type: none"> 1. read Ch. 5, “Curriculum Planning;” Ch. 6, “Improving the Program of Studies;” and Ch.15, “Individualizing the Curriculum.” 2. read the Case Study “Involving Community Leaders.” Complete “The Challenge.” 3. read the Case Study “Data Before Concepts.” Complete “The Challenge.” 4. read the Case Study “Response to Intervention Issues.” Complete “The Challenge” activity. 5. write a literature review related to some curriculum redesign the candidate has chosen. <p><u>During Session Three, each candidate will</u></p> <p>list the internal and external stakeholders within his/her school district who must be involved with any curriculum change. Why is each group important in the decision making process? What are some of the duties of each group in the curriculum change process? Who might be in charge of each group?</p>

EDAS 5323 – SESSION FOUR

Objectives	Assignments/Assessments
<p>Essential Questions</p> <p>How is utilitarianism different from distributive justice? Which is better?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • develop valid curricular objectives and performance criteria. • design a logical, functional system of curriculum evaluation. • select appropriate materials and instructional approaches and utilize effective planning for instruction based upon acquired data. • develop instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students. 	<p><u>Prior to Session Four, each candidate will</u></p> <ol style="list-style-type: none"> 1. read Ch. 7, "Improving a Field of Study," and Ch. 8, "Processes for Developing New Courses and Units." 2. read the Case Study "Providing Diverse Teaching Strategies." Complete "The Challenge." 3. read the Case Study "When Trivial Becomes Tragic." Complete "The Challenge." 4. write a philosophy paper on curriculum and instruction that clearly states his/her position. <p><u>During Session Four, each candidate will</u></p> <p>participate in the following group assignment: Your group is a curriculum committee assigned to develop a new course of study to teach careers in either the ELA or Social Studies curriculum. The Education and Economic Development Act in South Carolina requires that all teachers in all grades introduce different careers, such that in Grade 8 students can make career path choices. You have the freedom to decide which type of process you will use: technological, naturalistic, or inverse.</p>

EDAS 5323 – SESSION FIVE

Objectives	Assignments/Assessments
<p>Essential Questions</p> <p>How do constitutional issues impact school leadership? What does charisma have to do with school leadership?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • develop valid curricular objectives and performance criteria. • design learning experiences to achieve curriculum objectives. • design a logical, functional system of curriculum evaluation. • develop and implement techniques of experimentation. • assume the role of change agent. • make assessments of the outcomes of learning and make instructional decisions based on these outcomes. • select appropriate materials and instructional approaches and utilize effective planning for instruction based upon acquired data. • provide instructional leadership for other professional educators for whom they are professionally responsible. • serve as a resource person and/or conduct in-service programs in the areas of curriculum and/or instruction. • modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment findings. • develop instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students. 	<p><u>Prior to Session Five, each candidate will</u></p> <ol style="list-style-type: none"> 1. read Ch. 9, "Supervising the Curriculum," and Ch. 10, "Curriculum Development and Implementation." 2. read the Case Study "Improving Staff Development." Complete "The Challenge." 3. read the Case Study "Building Consensus by Committee." Complete "The Challenge." 4. develop a curriculum model that is grounded in needs assessment, best practices, district and state standards, and knowledge of human and physical resources in order to positively affect the improvement of student outcomes. <p><u>During Session Five, each candidate will</u></p> <p>watch the video "The Secret Power of Time" (http://www.wimp.com/secretpowers/) and discuss in class the impact that different time perspectives can have on each level of Maslow's hierarchy of needs, and how these effects might influence the process of curriculum change.</p>

EDAS 5323 – SESSION SIX

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>What are some essential elements for curriculum alignment and why are each important?</p> <p>Objective</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • read and use research in curriculum/instruction and related fields. • develop valid curricular objectives and performance criteria. • design learning experiences to achieve curriculum objectives. • design a logical, functional system of curriculum evaluation. • develop and implement techniques of experimentation. • assume the role of change agent. • make assessments of the outcomes of learning and make instructional decisions based on these outcomes. • select appropriate materials and instructional approaches and utilize effective planning for instruction based upon acquired data. • provide instructional leadership for other professional educators for whom they are professionally responsible. • modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment findings. • develop instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students. 	<p>Prior to Session Six, each candidate will</p> <ol style="list-style-type: none"> 1. read Ch. 11, "Aligning the Curriculum," and Ch. 12, "Curriculum Evaluation." 2. read the Case Study "Making Adjustments via Alignment." Complete "The Challenge." 3. read the Case Study "Teaching to the Test." Complete "The Challenge." 4. complete the Curriculum Redesign Project. The project is due in Session Six, and the presentation is to be made during Session Seven. <p>During Session Six, each candidate will</p> <p>respond to the statement, "Due to high-stakes testing, many teachers 'teach to the test'." What are some alternative assessments that could be used to address the depth and breadth of expectations for student learning?</p>

EDAS 5323 – SESSION SEVEN

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>What are some of the current trends and developments across the curriculum and why is it important that curriculum leaders keep current with new innovations?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ol style="list-style-type: none"> 1. read and use research in curriculum/instruction and related fields. 2. design learning experiences to achieve curriculum objectives. 3. develop and implement techniques of experimentation. 4. assume the role of change agent. 5. analyze contemporary educational criticism and relate such criticism to curriculum development practices. 6. make assessments of the outcomes of learning and make instructional decisions based on these outcomes. 7. select appropriate materials and instructional approaches and utilize effective planning for instruction based upon acquired data. 8. serve as a resource person and/or conduct in-service programs in the areas of curriculum/instruction. 9. modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment findings. 10. prepare scholarly, research-based reports and presentations related to the field of curriculum/instruction. 	<p>Prior to Session Seven, each candidate will</p> <ol style="list-style-type: none"> 1. read Ch. 13, "Current Developments in the Subject Fields," and Ch. 14, "Current Developments Across the Curriculum." 2. read the Case Study "What is Taught Versus What Should Be Taught." Complete "The Challenge." 3. read the Case Study "Developing and Sharing Strategies." Complete "The Challenge." 4. prepare to present the Curriculum Project during Session Seven, including: <ul style="list-style-type: none"> ▪ Theory and Philosophy of Curriculum ▪ Application to National, State, District: Evaluation, Organization, Instruction, Assessment ▪ Implementation ▪ Evaluation: How It Affects Student Outcomes <p>During Session Seven, each candidate will</p> <p>give a 10-minute presentation of his/her curriculum project.</p>

Course Policies and Miscellaneous Information

Attendance Policy

Face to face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," at <http://mycampus.swu.edu> . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe (mmishoe@swu.edu), Coordinator of Student Learning Services for Southern Wesleyan University.

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- Null, J. W. (2006). Introduction: Teaching deliberation: Curriculum workers as public educators. In J. W. Null (Ed.), *The pursuit of curriculum: schooling and the public interest* (2nd ed.). Greenwich, CT: Information Age Publishing.
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- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: The University of Chicago Press.
- Phi Delta Kappan*, (PDK)
- Elementary School Principal*, (NAESP)
- Secondary School Principal*, (NASP)

Appendix A



Curriculum Rubrics

Project must be uploaded to Chalk and Wire and submitted to the instructor.

Curriculum Analysis Rubric				
Component	Advanced 4	Proficient 3	Basic 2	Below Basic 1
ELCC 2.1 – Nurture and sustain a culture of collaboration, trust, learning and high expectations. PADEPP 2 SWU Leadership 3	Understanding of theoretical frameworks for curriculum development. Explicit understanding of the nature of collaboration, trust, learning, and high expectations.	Substantial understanding of three or more of the major theoretical frameworks for curriculum development. Substantial understanding of the nature of collaboration, trust, learning, and high expectations.	Partial understanding of the major theoretical frameworks of curriculum development. Basic understanding of the nature of collaboration, trust, learning, and high expectations.	Incomplete understanding of theoretical frameworks for curriculum development or with misunderstandings. No understanding of the nature of collaboration, trust, learning, and high expectations.
ELCC 2.2 – Create a comprehensive, rigorous, and coherent curricular program. PADEPP 2 SWU Leadership 3	The curriculum analysis has explicit connections to content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum analysis has most of the connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum analysis has basic connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum analysis has no connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.
Use of results from the Written Interpretation of School Report Card	The curriculum analysis makes highly effective use of results from the Written Interpretation of School Report Card as justification for curriculum changes	The curriculum analysis makes effective use of results from the Written Interpretation of School Report Card as justification for curriculum changes	The curriculum analysis makes some use of results from the Written Interpretation of School Report Card as justification for curriculum changes	The curriculum analysis leaves out results from the Written Interpretation of School Report Card as justification for curriculum changes
Overarching issues with grammar, spelling, and presentation	One or no grammar and spelling issues with basic presentation of model.	Two to three grammar and spelling issues with basic presentation of model.	Four to five grammar and spelling issues with basic presentation of model.	More than five grammar and spelling issues with poor presentation of model.

Literature Review Rubric

Component	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Overall Depth and Breadth of the Literature Review	Careful, thoughtful effort is made to thoroughly cover the key elements of the topic. Content goes beyond mere description or paraphrasing to develop a useful and meaningful conceptual framework for the curriculum redesign project.	Careful, thoughtful effort is made to thoroughly cover the key elements of the topic. There is a conceptual framework.	Adequate effort is made to cover key elements. There is little evidence of a conceptual framework for the project.	Poor effort is made to cover key elements. There is little to no evidence of a conceptual framework.
Quality of Arguments and Evidence	A clear thesis statement is made based on the results of the Analysis Paper. Claims are clear and well supported. Evidence is more than appropriate, including insight into the substantive dimensions of the topic. Writing includes counterarguments and analysis.	A thesis statement is made based on the results of the Analysis Paper. Statements and claims are supported, but may lack insight. The writing is organized to present a cogent argument, but only briefly addresses appropriate counterarguments.	A thesis statement is made but is not connected with results of the Analysis Paper. Claims are generally clear but have weak support. Counterarguments are presented but not analyzed.	No thesis statement is made. Claims are unclear, with little or no support. Any evidence is inappropriate or irrelevant. Counterarguments are missing or misrepresented.
Use of Scholarly Sources	The writer uses sufficient, relevant, scholarly sources, including curriculum theory and/or instructional practices within the field of education. Several are recent.	The writer uses sufficient, scholarly sources, but some may be irrelevant. Several are recent.	The writer uses insufficient, scholarly sources, which may be dated.	There are few scholarly research sources.
Clarity and Logic	The writing ties literature to the redesign problem and exhibits excellent perception and clarity. It includes specific references, facts, and/or examples and	The writing exhibits perception and clarity and an engaging approach. It includes specific references, facts, and/or examples. It may summarize key elements of literature	The writing is clear and perceptive. It includes references, facts, and/or examples, but fails to summarize key elements of literature review or tie	The writing is somewhat clear but exhibits incomplete or confused thinking with little evidence of the literature's relationship to the redesign problem.

	summarizes key elements of literature review.	review or tie literature to the redesign problem.	literature to the redesign problem.	
Organization and Development	Meticulously organized and thoroughly developed. It is coherent and has a unified flow of ideas.	Well organized and developed. It is coherent and has a unified flow of ideas.	Reasonably well organized and developed. It is generally coherent and unified.	Moderately organized and developed, but there is some incoherence and lack of unity of ideas.
Writing and Grammar	Demonstrates an excellent command of English usage and writing competence. It is interesting, uses grammar excellently, and is error free.	Demonstrates a good command of English and is an excellent demonstration of writing competence. It is interesting and uses grammar effectively, with only a few errors.	Demonstrates a good command of English and demonstrates writing competence. It is somewhat interesting, with some minor errors in grammar.	Demonstrates little command of English or writing competency. It is uninteresting, with significant errors in grammar.

Philosophy of Curriculum and Instruction

Component	Advanced 4	Proficient 3	Basic 2	Below Basic 1
ELCC 2.1 – Nurture and sustain a culture of collaboration, trust, learning and high expectations. PADEPP 2 SWU Leadership 3	Understanding of theoretical frameworks for curriculum development. Explicit understanding of the nature of collaboration, trust, learning, and high expectations.	Substantial understanding of three or more of the major theoretical frameworks for curriculum development. Substantial understanding of the nature of collaboration, trust, learning, and high expectations.	Partial understanding of the major theoretical frameworks of curriculum development. Basic understanding of the nature of collaboration, trust, learning, and high expectations.	Incomplete understanding of theoretical frameworks for curriculum development or with misunderstandings. No understanding of the nature of collaboration, trust, learning, and high expectations.
ELCC 2.3-1 Create a personalized and motivating learning environment for students PADEPP 2 SWU Leadership 3	The curriculum philosophy demonstrates an explicit understanding of personalized and motivated learning environments for students.	The curriculum philosophy demonstrates firm grasp and understanding of personalized and motivated learning environments for students.	The curriculum philosophy demonstrates a basic understanding of personalized and motivated learning environments for students.	The curriculum philosophy demonstrates a misunderstanding of personalized and motivated learning environments for students.
ELCC 2.6-3 – Develop the instructional and leadership capacity of staff. PADEPP 2 SWU Leadership 3	The curriculum philosophy demonstrates an explicit understanding of the instructional and leadership capacity of staff.	The curriculum philosophy demonstrates firm grasp and understanding of the instructional and leadership capacity of staff.	The curriculum philosophy demonstrates a basic understanding of the instructional and leadership capacity of staff.	The curriculum philosophy demonstrates a misunderstanding of the instructional and leadership capacity of staff.

<p>ELCC 2.7—Maximize time spent on quality instruction.</p> <p>PADEPP 2</p> <p>SWU Leadership 3</p>	<p>The curriculum philosophy demonstrates an explicit understanding of the concept of maximizing time spent on quality instruction.</p>	<p>The curriculum philosophy demonstrates firm grasp and understanding of the concept of maximizing time spent on quality instruction.</p>	<p>The curriculum philosophy demonstrates a basic understanding of the concept of maximizing time spent on quality instruction.</p>	<p>The curriculum philosophy demonstrates a misunderstanding of the concept of maximizing time spent on quality instruction.</p>
<p>ELCC 2.8.4 – Promote the use of the most effective and appropriate technologies to support teaching and learning.</p> <p>PADEPP 2</p> <p>SWU Leadership 3</p>	<p>The curriculum philosophy demonstrates an explicit understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.</p>	<p>The curriculum philosophy demonstrates firm grasp and understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.</p>	<p>The curriculum philosophy demonstrates a basic understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.</p>	<p>The curriculum philosophy demonstrates a misunderstanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.</p>
<p>Use of Scholarly Sources</p>	<p>The writer uses sufficient, relevant, scholarly sources, including curriculum theory and/or instructional practices within the field of education. Several are recent.</p>	<p>The writer uses sufficient, scholarly sources, but some may be irrelevant. Several are recent.</p>	<p>The writer uses insufficient, scholarly sources, which may be dated.</p>	<p>There are few scholarly research sources.</p>
<p>Overarching issues with grammar, spelling, and presentation.</p>	<p>One or no grammar and spelling issues with basic presentation of philosophy.</p>	<p>Two to three grammar and spelling issues with basic presentation of philosophy.</p>	<p>Four to five grammar and spelling issues with basic presentation of philosophy.</p>	<p>More than five grammar and spelling issues with poor presentation of philosophy.</p>

Written Interpretation of School Report Card

Component	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Introduction	<ul style="list-style-type: none"> ▪ very clearly highlights main points to follow (without providing details) ▪ contains all main points of School Report Card 	<ul style="list-style-type: none"> ▪ very clearly highlights most of the main points to follow (without providing details) ▪ contains most of the main points of School Report Card 	<ul style="list-style-type: none"> ▪ some overview of main points presented ▪ touches on the main points of the School Report Card 	<ul style="list-style-type: none"> ▪ main points to follow not clearly presented ▪ choppy flow ▪ does not touch on main points of the School Report Card
CONTENT Fact Base weighed more heavily in determining overall level	<ul style="list-style-type: none"> ▪ facts are of sufficient number to provide highly effective support ▪ facts are consistently detailed, precise and very relevant 	<ul style="list-style-type: none"> ▪ facts provide substantial support ▪ facts are detailed, precise and relevant 	<ul style="list-style-type: none"> ▪ facts provide some support ▪ lacking details and examples to support arguments 	<ul style="list-style-type: none"> ▪ very few facts provided ▪ more specific details and examples needed to support opinions
CONTENT Depth and Analysis	<ul style="list-style-type: none"> ▪ facts are consistently linked to thesis with highly effective explanations ▪ focused on need for school improvement ▪ contains examples of critical thinking ▪ complex understanding of topic demonstrated 	<ul style="list-style-type: none"> ▪ facts are generally linked to thesis with effective explanations ▪ some attention paid to need for school improvement ▪ solid understanding of topic demonstrated ▪ additional analysis in places would strengthen arguments 	<ul style="list-style-type: none"> ▪ connections between ideas and facts not always made ▪ need for school improvement mentioned ▪ more analysis and explanation needed ▪ facts may appear to be 'listed' 	<ul style="list-style-type: none"> ▪ connections between ideas and facts not made ▪ need for improvement not addressed ▪ depth to argument lacking and more explanation of facts needed
STYLE Spelling and Grammar Organization and Flow	<ul style="list-style-type: none"> ▪ correct spelling and grammar used effectively almost all of the time ▪ complex sentence structure and sophisticated vocabulary used consistently ▪ highly effective paragraph structure ▪ very well organized and smooth transition from one idea to the next 	<ul style="list-style-type: none"> ▪ spelling and grammar used with considerable accuracy and effectiveness ▪ attempts shown at using complex sentence structure and sophisticated vocabulary ▪ strong paragraph structure ▪ well organized and good flow from one idea to the next 	<ul style="list-style-type: none"> ▪ spelling and grammar require moderate editing ▪ paragraph structure poor in places ▪ choppy in places 	<ul style="list-style-type: none"> ▪ spelling and grammar require considerable editing ▪ paragraph structure unclear ▪ choppy in places ▪ much more consideration of organization required
CONCLUSION Style and Format	<ul style="list-style-type: none"> ▪ clear summary of main points presented (with no new data added) ▪ thoughtful expansive application offered ▪ smooth flow of summary points 	<ul style="list-style-type: none"> ▪ clear summary of main points presented (with no new data added) ▪ expansive application offered ▪ fairly smooth flow of summary points 	<ul style="list-style-type: none"> ▪ summary of main points unclear or incomplete ▪ expansive application weak ▪ choppy flow between summary points 	<ul style="list-style-type: none"> ▪ summary of arguments not provided ▪ elements of concluding paragraph missing

DOCUMENTATION	<ul style="list-style-type: none"> demonstrates great attention to detail of proper footnotes and endnotes demonstrates great attention to format of bibliography 	<ul style="list-style-type: none"> demonstrates good attention to detail of proper footnotes and endnotes demonstrates good attention to format of bibliography 	<ul style="list-style-type: none"> demonstrates some attention to detail of proper footnotes and endnotes demonstrates some attention to format of bibliography 	<ul style="list-style-type: none"> demonstrates limited attention to detail of proper footnotes and endnotes demonstrates limited attention to format of bibliography
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Curriculum Model				
Component	Advanced 4	Proficient 3	Basic 2	Below Basic 1
ELCC 2.2 – Create a comprehensive, rigorous, and coherent curricular program. PADEPP 2 SWU Leadership 3	The curriculum model has explicit connections to content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum model has most of the connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum model has basic connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum model has no connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.
ELCC 2.3-1 – Create a personalized and motivating learning environment for students. PADEPP 2 SWU Leadership 3	The curriculum model demonstrates an explicit understanding of personalized and motivated learning environments for students.	The curriculum model demonstrates firm grasp and understanding of personalized and motivated learning environments for students.	The curriculum model demonstrates a basic understanding of personalized and motivated learning environments for students.	The curriculum model demonstrates a misunderstanding of personalized and motivated learning environments for students.
ELCC 2.4 Supervise instruction. PADEPP 2 SWU Leadership 3	The curriculum model demonstrates an explicit understanding of supervision of instruction with professional development plan based on needs and instructional strategies based on best practices.	The curriculum model demonstrates firm grasp and understanding of supervision of instruction with professional development plan based on needs.	The curriculum model demonstrates a basic understanding of supervision of instruction with some professional development.	The curriculum model demonstrates a misunderstanding of supervision of instruction.
ELCC 2.5 – Develop assessment and accountability systems to monitor student progress. PADEPP 2 SWU Leadership 3	The curriculum model demonstrates an explicit understanding of development of assessment and accountability systems to monitor student progress.	The curriculum model demonstrates firm grasp and understanding of development of assessment and accountability systems to monitor student progress.	The curriculum model demonstrates a basic understanding of development of assessment and accountability systems to monitor student progress.	The curriculum model demonstrates a misunderstanding of development of assessment and accountability systems to monitor student progress.

ELCC 2.6-3 – Develop the instructional and leadership capacity of staff. PADEPP 2 SWU Leadership 3	The curriculum model demonstrates an explicit understanding of the instructional and leadership capacity of staff.	The curriculum model demonstrates firm grasp and understanding of the instructional and leadership capacity of staff.	The curriculum model demonstrates a basic understanding of the instructional and leadership capacity of staff.	The curriculum model demonstrates a misunderstanding of the instructional and leadership capacity of staff.
ELCC 2.7 – Maximize time spent on quality instruction. PADEPP 2 SWU Leadership 3	The curriculum model demonstrates an explicit understanding of the concept of maximizing time spent on quality instruction.	The curriculum model demonstrates firm grasp and understanding of the concept of maximizing time spent on quality instruction.	The curriculum model demonstrates a basic understanding of the concept of maximizing time spent on quality instruction.	The curriculum model demonstrates a misunderstanding of the concept of maximizing time spent on quality instruction.
ELCC 2.8-4 – Promote the use of the most effective and appropriate technologies to support teaching and learning. PADEPP 2 SWU Leadership 3	The curriculum model demonstrates an explicit understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.	The curriculum model demonstrates firm grasp and understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.	The curriculum model demonstrates a basic understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.	The curriculum model demonstrates a misunderstanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.
Use of Scholarly Sources	The writer uses sufficient, relevant, scholarly sources, including curriculum theory and/or instructional practices within the field of education. Several are recent.	The writer uses sufficient, scholarly sources, but some may be irrelevant. Several are recent.	The writer uses insufficient, scholarly sources, which may be dated.	There are few scholarly research sources.
Overarching issues with grammar, spelling, and presentation	One or no grammar and spelling issues with basic presentation of model.	Two to three grammar and spelling issues with basic presentation of model.	Four to five grammar and spelling issues with basic presentation of model.	More than five grammar and spelling issues with poor presentation of model.

Curriculum Redesign Project

Component	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Introduction	The introduction includes a thorough description of the community, school setting, and the candidate's philosophy of curriculum and instruction.	The introduction includes a substantial description of the community, school setting, and the candidate's philosophy of curriculum and instruction.	The introduction includes a partial description of the community, school setting, and the candidate's philosophy of curriculum and instruction.	The description of the community, school setting, and the candidate's philosophy of curriculum and instruction is inadequate or non-existent.
ELCC 2.1 – Nurture and sustain a culture of collaboration, trust, learning and high expectations. PADEPP 2 SWU Leadership 3	Thorough understanding of theoretical frameworks for curriculum development. Explicit understanding of the nature of collaboration, trust, learning, and high expectations.	Substantial understanding of three or more of the major theoretical frameworks for curriculum development. Substantial understanding of the nature of collaboration, trust, learning, and high expectations.	Partial understanding of the major theoretical frameworks of curriculum development. Basic understanding of the nature of collaboration, trust, learning, and high expectations.	Incomplete understanding of theoretical frameworks for curriculum development or with misunderstandings. No understanding of the nature of collaboration, trust, learning, and high expectations.
ELCC 2.2 – Create a comprehensive, rigorous, and coherent curricular program. PADEPP 2 SWU Leadership 3	The curriculum redesign has explicit connections to content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum redesign has most of the connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum redesign has basic connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.	The curriculum redesign has no connections to the content standards (national, state, and/or local) to create a rigorous and comprehensive program.
ELCC 2.3-1 Create a personalized and motivating learning environment for students. PADEPP 2 SWU Leadership 3	The curriculum redesign demonstrates an explicit understanding of personalized and motivated learning environments for students.	The curriculum redesign demonstrates firm grasp and understanding of personalized and motivated learning environments for students.	The curriculum redesign demonstrates a basic understanding of personalized and motivated learning environments for students.	The curriculum redesign demonstrates a misunderstanding of personalized and motivated learning environments for students.

<p>ELCC 2.4-3 Supervise instruction. PADEPP 2 SWU Leadership 3</p>	<p>The curriculum redesign demonstrates an explicit understanding of supervision of instruction with professional development plan based on needs and instructional strategies based on best practices.</p>	<p>The curriculum redesign demonstrates firm grasp and understanding of supervision of instruction with professional development plan based on needs.</p>	<p>The curriculum redesign demonstrates a basic understanding of supervision of instruction with some professional development.</p>	<p>The curriculum redesign demonstrates a misunderstanding of supervision of instruction.</p>
<p>ELCC 2.5—Develop assessment and accountability systems to monitor student progress. PADEPP 2 SWU Leadership 3</p>	<p>The curriculum redesign demonstrates an explicit understanding of development of assessment and accountability systems to monitor student progress.</p>	<p>The curriculum redesign demonstrates firm grasp and understanding of development of assessment and accountability systems to monitor student progress.</p>	<p>The curriculum redesign demonstrates a basic understanding of development of assessment and accountability systems to monitor student progress.</p>	<p>The curriculum redesign demonstrates a misunderstanding of development of assessment and accountability systems to monitor student progress.</p>
<p>ELCC 2.6-3 – Develop the instructional and leadership capacity of staff. PADEPP 2 SWU Leadership 3</p>	<p>The curriculum redesign demonstrates an explicit understanding of the instructional and leadership capacity of staff.</p>	<p>The curriculum redesign demonstrates firm grasp and understanding of the instructional and leadership capacity of staff.</p>	<p>The curriculum redesign demonstrates a basic understanding of the instructional and leadership capacity of staff.</p>	<p>The curriculum redesign demonstrates a misunderstanding of the instructional and leadership capacity of staff.</p>
<p>ELCC 2.7—Maximize time spent on quality instruction. PADEPP 2 SWU Leadership 3</p>	<p>The curriculum redesign demonstrates an explicit understanding of the concept of maximizing time spent on quality instruction.</p>	<p>The curriculum redesign demonstrates firm grasp and understanding of the concept of maximizing time spent on quality instruction.</p>	<p>The curriculum redesign demonstrates a basic understanding of the concept of maximizing time spent on quality instruction.</p>	<p>The curriculum redesign demonstrates a misunderstanding of the concept of maximizing time spent on quality instruction.</p>
<p>ELCC 2.8-4 – Promote the use of the most effective and appropriate technologies to support teaching and learning. PADEPP 2 SWU Leadership 3</p>	<p>The curriculum redesign demonstrates an explicit understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.</p>	<p>The curriculum redesign demonstrates firm grasp and understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.</p>	<p>The curriculum redesign demonstrates a basic understanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.</p>	<p>The curriculum redesign demonstrates a misunderstanding of promoting the use of the most effective and appropriate technologies to support teaching and learning.</p>

ELCC 2.9—Monitor and evaluate the impact of the instructional program. PADEPP 2 SWU Leadership 3	The curriculum redesign demonstrates an explicit understanding of monitoring and evaluating the impact of the instructional program.	The curriculum redesign demonstrates firm grasp and understanding of monitoring and evaluating the impact of the instructional program.	The curriculum redesign demonstrates a basic understanding of monitoring and evaluating the impact of the instructional program.	The curriculum redesign demonstrates a misunderstanding monitoring and evaluating the impact of the instructional program.
Explanation of Measurement Tools	Complete details about all relevant aspects of measurement tools, including detailed explanations	Sufficient details for all measurement tools and all relevant information is included in the explanation	Sufficient details for major measurement tools, basic information, and an explanation of why specific tests were selected	Insufficient details about measurement tools
Evaluation of all goals of the curriculum project.	Thoroughly described, thoughtful analysis of how evaluation of goals was determined and connection to the school.	Advanced explanation of how evaluation of goals was determined	Basic explanation of how evaluation of goals was determined	Little or no explanation of how the evaluation of goals was determined
Use of Scholarly Sources	The writer uses sufficient, relevant, scholarly sources, including curriculum theory and/or instructional practices within the field of education. Several are recent.	The writer uses sufficient, scholarly sources, but some may be irrelevant. Several are recent.	The writer uses insufficient, scholarly sources, which may be dated.	There are few scholarly research sources.
Overarching issues with grammar, spelling, and presentation	One or no grammar and spelling issues with basic presentation of model.	Two to three grammar and spelling issues with basic presentation of model.	Four to five grammar and spelling issues with basic presentation of model.	More than five grammar and spelling issues with poor presentation of model.

Appendix B

Oral Presentation Rubric				
Component	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Organization	Extremely well organized; purpose of the presentation clearly and creatively introduced; effectively includes smooth, clever transitions which are succinct, but not choppy, in order to connect key points; presents information in logical, interesting sequence, which the audience can clearly follow.	Generally well organized; introduces purpose of the presentation clearly; includes transitions to connect key points, but better transitions from idea to idea are noted; most information is presented in logical sequence; a few minor points may be confusing.	Organized for the most part; introduces purpose of the presentation; includes some transitions to connect key points; only minor difficulty in following presentation; some of the information is presented in logical sequence; some points are confusing.	Somewhat organized; introduces purpose of the presentation; includes some transitions to connect key points, but there is difficulty in following presentation; jumps from topic to topic; several points are confusing.
Depth and Accuracy of the Content	An accurate and complete explanation of key concepts; provides evidence of extensive and valid research with multiple and varied sources; information completely accurate; all names and facts precise and explicit; level of presentation is appropriate for the audience.	For the most part, explanations of concepts are accurate and complete; presents evidence of valid research with multiple sources; no significant errors are made; a few inconsistencies or errors in information; level of presentation is generally appropriate.	Explanations of concepts are somewhat accurate and complete; presents evidence of research with limited but adequate number of sources; some significant errors are made with a number inconsistencies or errors in information, but not enough to significantly distract a knowledgeable listener; level of presentation generally appropriate.	Explanations of concepts are inaccurate or incomplete; a great deal of information is not connected to the presentation thesis; evidence derived from few sources; enough errors are made to distract a knowledgeable listener, but some information is accurate; portions of presentation too elementary or too sophisticated for audience.
Research Effort	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project.	Did a very good job of researching; utilizes materials provided to their full potential; took the initiative to find information outside of school at times.	Uses material provided in an acceptable manner, but research is limited.	Uses material provided in an unacceptable manner and has not conducted sufficient research.

<p>Use of Communication Aids (e.g., Transparencies, Slides, Posters, Handouts, Computer-Generated Materials)</p>	<p>Graphics reinforce the presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use; visual aids are colorful and large enough to be seen by all, even those behind the class; media is prepared in a professional manner; details are minimized so that main points stand out</p>	<p>While graphics relate to and aid presentation thesis, these media are not varied and not well connected to presentation thesis; font size is appropriate for reading; appropriate information is prepared; some material is not supported by visual aids</p>	<p>Graphics aid in the presentation and support the thesis in a limited manner only; graphics are not varied and are not as colorful or as attractive as they could be; font is not always clear, but is readable; information included is mostly appropriate</p>	<p>Uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation; uses font that is too small to be easily seen</p>
<p>Language and Eye Contact Grammar, Word Choice, Voice, and Eye Contact</p>	<p>Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group.; correct, precise pronunciation of terms; selects rich and varied words for context and uses correct grammar; presentation has no misspellings or grammatical errors; sentences are complete and flow together easily; words are chosen for their precise meaning; presenter maintains eye contact; seldom returns to notes; presentation is like a planned conversation; each member of the group contributes to the presentation</p>	<p>Clear articulation but not as polished; presenter seems slightly uncomfortable at times; most in the audience can hear the presentation; presenter pronounces most words correctly; selects words appropriate for context and uses correct grammar; no more than two misspellings and/or grammatical errors; most sentences are complete, grammatical, and flow together easily; with a few exceptions, words are chosen for their precise meaning; presenter maintains eye contact most of the time but frequently returns to notes; each member of the group contributes to the presentation</p>	<p>Audience occasionally has trouble hearing the presentation; presenter seems uncomfortable; candidate incorrectly pronounces terms; selects words inappropriate for context; uses incorrect grammar; presentation has three misspellings and/or grammatical errors; audience can follow the presentation, but some grammatical errors and use of slang are evident; some sentences are incomplete or halting, and/or vocabulary is somewhat limited or inappropriate; presenter makes some eye contact, but not maintained and at least half the time reads report; each member of the group contributes to the presentation</p>	<p>Audience has trouble hearing the presentation a majority of the time; words are used inappropriately and/or out of context; numerous spelling and/or grammatical errors; presentation is difficult to follow; presenter makes only limited eye contact, but it is not maintained; at least ¾ of the time, presenter reads the report; not all members of the group contribute to the presentation</p>

Appendix C

Welcome to Rickman Library

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Need help?
Please contact us!
We are always
happy to assist you
in finding whatever
information you
need.

Our website will help you

1. learn about the Rickman Library and library services.
2. locate and request the materials you need.
3. access research materials such as books, periodicals, etc.
4. evaluate the materials that you find both through the library and on the web.

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Click on [PASCALcat](#) to search the statewide catalog, then request books to be sent to an academic library near you for pick up and return.

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Use the tools here to search our databases for scholarly, magazine, and newspaper articles, and more.

REFERENCE AND RESEARCH

Explore tools created by SWU librarians to familiarize you with the library and help you with your research.

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Find information about the library specifically related to your degree program and/or courses.

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We are generally open until 11PM Monday-Thursdays, 1-6PM Saturdays, and 6-10PM Sundays. (hours will be subject to change in the summer—see our website for the most up-to-date info) During our open hours, you can call us at 864-644-5060 or chat live with us on our website. Email us at library@swu.edu anytime!

Updated January 2012

Appendix D

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

Getting Started

1. Log on to <https://mycampus.swu.edu>.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (CTL) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to www.smarthinking.com.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit Your Writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.

January 2011

Appendix E

Turnitin.com Directions

Turnitin is the world's leading academic plagiarism prevention solution & digital assessment tool. It helps educators and students take full advantage of the internet's educational potential.

Students should follow the steps listed below to access and submit an assignment.

- 1) Go to www.turnitin.com.
- 2) Click "create a user profile" in the upper right-hand corner of the screen.
You will need to provide the following information:
 - * a valid email address
 - * a 6-12 digit password
 - * your name, country, and state
 - * type of user (student)
 - * your agreement to the user license
- 3) Once profile is set, click "start class enrollment wizard" in the lower right-hand corner of the screen.
- 4) When enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each specific class and should be obtained from your instructor.
- 5) When the class information opens, find the appropriate assignment and press the submit button adjacent to it. Next, you will browse your hard drive or portable memory device for the file to submit. Select the file and click submit.

(Note: Assignments must be submitted by the day they are due or you lose your ability to submit the assignment.)

If you have any problems with using Turnitin, you can access a student tutorial using the **Student Help** button at the top of the page or contact [Martha Mishoe](#) at [644-5036](#).

January 2011



Appendix F
LEARNING TEAM EVALUATION FORM

NOTE: This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date: _____ Cohort: _____

EVALUATION SCALE

5 – EXCELLENT 4 – GOOD 3 – SATISFACTORY 2 – FAIR 1- POOR

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each learning team member:					
(2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.					
(3) Prepared materials as assigned and in a timely manner.					
(4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.					
(5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.					
(6) How would you evaluate the overall contribution of each team member?					

	(1)	(2)	(3)	(4)	(5)	(6)
Name	Actively Participated in and Contributed to Learning Team Activities	Prepared Materials	Demonstrated Voluntary Cooperation	Fulfilled Responsibility in Class	Overall Evaluation	
1.						
2.						
3.						
4.						
5.						
Your name:						

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

(These forms should be collected by the instructor and used in student evaluations.)

January 2010