COURSE OUTCOMES:
Upon completion of this course, candidates will be able to do the following:

• Explain key elements of curriculum theory
• Describe and illustrate key components of effective curriculum design
• Use standards and curriculum frameworks to design curriculum infused with Catholic identity
• Justify the most important learning and design of curriculum
• Create action plans to implement curriculum as an instructional leader

REQUIRED TEXTS:


Recommended but Optional:


TEXTS that will be provided include...“National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools”

*NOTE: Additional readings can be accessed on Sakai.*
ASSIGNMENTS
✓ All assignments are due at 11:55 pm of the night of the due date.
✓ All assignments completed outside of class must be completed using Microsoft Word (you can create in Pages, but please save as Microsoft Word before submitting).
✓ All assignments completed outside of class must be submitted via Sakai unless otherwise noted. Electronic submissions only, please.
✓ Use APA 6th edition for all references and writing.

### Assignments and Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation each week</td>
<td></td>
<td>/140</td>
</tr>
<tr>
<td>(1) Year-Long Plans</td>
<td>October 7 at 11:55 pm</td>
<td>/50</td>
</tr>
<tr>
<td>(2) Discussion Leader</td>
<td>Choose a date</td>
<td>/50</td>
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<tr>
<td>(3) Unit plan 2.5 hours</td>
<td>October 21 at 11:55 pm</td>
<td>/50</td>
</tr>
<tr>
<td>(4) Reflection on curriculum writing process</td>
<td>December 16 11:55 pm</td>
<td>/50</td>
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<tr>
<td>(5) Professional Development Plan</td>
<td>Presented December 2 or 9; Submitted to Sakai by December 16 at 11:55 pm</td>
<td>/100</td>
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<tr>
<td>(6) Final Exam – take-home exam</td>
<td>December 16 at 11:55 pm</td>
<td>/100</td>
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Total possible points: 540
A = 93% and above of total points
A- = 90-92% of total points
B+ = 87-89% of total points
B = 84-86% of total points
B- = 80-85% of total points
C = 70-79% of total points
F = Below 69% of total points

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<thead>
<tr>
<th>DATE</th>
<th>CLASS MEETING TIME</th>
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<tbody>
<tr>
<td>August 26</td>
<td>No class</td>
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<tr>
<td>September 2</td>
<td>4:15-6:45</td>
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<tr>
<td>September 9</td>
<td>4:15-6:45</td>
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<td>September 16</td>
<td>4:15-6:45</td>
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<tr>
<td>September 23</td>
<td>5:00-6:30 CLC 710</td>
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<td>September 30</td>
<td>4:15-6:45</td>
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<tr>
<td>October 7</td>
<td>4:15-6:45</td>
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<tr>
<td>October 14</td>
<td>No in-person meeting – at-home assignment</td>
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<tr>
<td>October 21</td>
<td>4:15-6:45</td>
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<td>October 28</td>
<td>4:15-6:45</td>
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<td>November 4</td>
<td>4:15-6:45</td>
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<td>November 11</td>
<td>4:15-6:45</td>
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<tr>
<td>November 18</td>
<td>4:15-6:45</td>
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<tr>
<td>November 25</td>
<td>4:15-6:45</td>
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<tr>
<td>December 2</td>
<td>4:15-6:45</td>
</tr>
<tr>
<td>December 9</td>
<td>4:15-6:45</td>
</tr>
<tr>
<td>December 16</td>
<td>No class – final exam and PD Plan due by midnight</td>
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</tbody>
</table>
ASSIGNMENTS

#1) CREATE YEAR-LONG PLANS for one subject for one year for K-12. These thirteen year-long plans should be arranged by month or grading period. They should include major topics of study, may include sub-topics, but all learning should be aligned to the Common Core State Standards or the ‘highest’/most rigorous standards of that subject. These year-long plans should be aligned so there are no redundancies – new learning occurs each year even if the topic has the same name.
Due October 7.
Use the rubric on pages 7-8.
(50 points)

#2) DISCUSSION LEADER: You will choose a chapter from Curriculum 21 or an article that you find on topic related to curriculum. You will be that chapter’s discussion leader. You will need to...
- read the chapter carefully and annotate so you can guide the discussion
- start the discussion with a hook, anticipatory set, or ice breaker
- come to class with discussion questions
- Share any A Ha's or Oh No's from your chapter
- facilitate the discussion with guiding or follow-up questions
- choose an activity that the group can engage in that will be a “make it and take it” or a reflection for future use of this information.
- Visual(s) recommended; a multimedia presentation is optional
- Handouts are optional
- Consider the class to be your faculty, and you are the instructional leader.
Due dates differ. See tentative dates on pages 5-6.
Use the rubric on page 9 of this syllabus for more information.
(50 points)

#3) The 2.5 Hour Unit Plan
Spend 2.5 hours writing a unit plan. This can be a topic on one of the year-long plans or any topic that you plan to teach this school year. Please start from scratch – please do not revise a unit you have already taught. The goal of this assignment is to go through the process with the eyes of a school leader so you can provide first-hand and recent experience of writing a unit. Please only spend 2.5 hours on this assignment.
Due on October 21 – bring to class and submit to Sakai.
Rubric on page 10.
(50 points)

#4) Final Project Reflection: Write a reflection of this process. Consider your writing of the thirteen year-long plans and the 2.5 hour unit plan. Use the rubric on page to answer these and more:
- Consider your process. Consider the use of the templates, the examples, the textbook, etc. How did these resources help or hinder you? What worked (and didn’t) for you as a Catholic educator?
- How do you think the teachers at your school would respond to this process?
- As a future Catholic school leader, how will you lead teachers through this process? What resources or information will you need to lead them?
- What will the final product look like when all teachers in your school have year-long plans for every subject and course, and unit plans for every topic on the year-long plans?
- How will you follow up and use a continuous improvement plan to review these plans?
THE RUBRIC FOR THIS ASSIGNMENT CAN BE FOUND ON LiveText as of September 5, 2014.
#5) **Professional Development Plan** Write a Professional Development (PD) Plan for one year for a school. This plan will lead the teachers through an explanation of Backward Design, differentiated instruction, assessment, data analysis, or a combination of a few topics that are related and are a need in the school. The PD Plan must include the following:

- **A professional development proposal that you could share** with an assistant principal, fellow principal, assistant superintendent, and/or school board [looks like a memo]
  - A **rationale** for why the school needs this (e.g., no written curriculum exists, poor student achievement, lack of collaboration among teachers, etc.)
  - The **outcomes for the plan**
  - **Dates and times** for the PD to occur
  - **Agendas** for each meeting date
  - A plan for **where the curriculum will be stored** (local drive, Google drive, Dropbox, etc.)
- **A short multimedia presentation to introduce the plan to the faculty**
- **Samples of year-long plans, unit plans, and lesson plans** (these can be gleaned from your own curriculum writing, fellow teachers, this class, etc. No need to create or write something if you can find it.)
- **A plan for how PLCs will be used**

**Some other things to consider** -
- What **standards** will your teachers use?
- What **forms** will teachers use for consistency?
- What are some challenges that might be faced by Catholic educators writing curriculum?
- How do you think the teachers at your school would respond to this process?
- As a future Catholic school leader, how will you lead teachers through this process?
- What resources or information will you need to lead them? (e.g., professional books, subscriptions to websites, etc.)
- What will the final product look like when all teachers in your school have year-long plans for every subject and course, and unit plans for every topic on the year-long plans?

**THIS CAN AND SHOULD COINCIDE WITH THE ASSIGNMENT IN ELPS 481.**

Present in class on December 2 or 9.
Due to Sakai December 16 at midnight.
Rubric on pages 11-2; Resources on pages 13-14
(100 points)

#6 **FINAL EXAM**: Curriculum Scenarios – For your final exam, you will be asked to consider three different curriculum scenarios, sketch out an action plan for each, and write a 1-2 page reflection narrative for each. Please see the description and rubrics on pages

Due to Sakai at midnight on December 16
Description on pages 15-16. Rubric on pages 20-22; Resources on pages 17-19
(100 points)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Aug 26</td>
<td>No Class</td>
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<tr>
<td>Sept 2</td>
<td>Introduction/Syllabus What is Understanding by Design? What is Backward Design?</td>
<td>-- Read <em>Understanding by Design</em> Intro. and chapter 1 --Read <em>Schooling by Design</em> Introduction and chapter 1 --Read <em>Integrating DI and UbD</em> chapter 1 and 9</td>
</tr>
<tr>
<td>Sept 9</td>
<td>What is the mission of schooling? Why do we align curriculum to standards? How are backward design and differentiated instruction related? How should curriculum be re-formed?</td>
<td>--Read <em>Understanding by Design</em> chapter 2 --SKIM <em>Schooling by Design</em> chapter 2 - SKIM <em>Schooling by Design</em> 3 --Read &quot;The Common Core Ate My Baby and Other Urban Legends&quot; article Review the “National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools&quot;</td>
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<tr>
<td>Sept 16</td>
<td><strong>Know, Understand, Do: K.U.D.</strong> What is worth understanding? What powerful ideas should all students encounter? Writing a year-long plan</td>
<td>Read <em>Understanding by Design</em> Chapter 3-4 Read <em>Integrating DI and UbD</em> Chapter 3</td>
</tr>
<tr>
<td>Sept 23</td>
<td>Getting to Know the Lewis Library and Loyola’s Library Services 5:00-6:30 in CLC 710 computer lab</td>
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<tr>
<td>Sept 30</td>
<td><strong>Essential Questions</strong> What really matters in planning for student success? How do I write a unit plan using backward design?</td>
<td>--Read Article: “Standardization vs. Customization” --Read <em>Understanding by Design</em> Chapters 5 &amp; 6 --Read <em>Integrating DI and UbD</em> Chapter 10</td>
</tr>
<tr>
<td>Oct  7</td>
<td>Assessment What assessments opportunities can we provide for all students so that they can show evidence that they learned what we intended? Review and evaluate unit plans Writing a unit plan</td>
<td>--Read Article: “Know Your Learning Target” --Read <em>Understanding by Design</em> Chapters 7 &amp; 8 --Schooling by Design chapter 6 --Read <em>Integrating DI and UbD</em> chapter 8 Due: DRAFT of Year-Long Plans --TURN IN TO SAKAI by 11:55 --BRING what is finished to class to use during small-group discussions -------Choose a topic on one ylp for your 2.5 hour unit</td>
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<tr>
<td>Oct 14</td>
<td><strong>No in-person class meeting</strong> Spend 2.5 hours working on writing one unit plan.</td>
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<tr>
<td>Oct 21</td>
<td><strong>Grading and Reporting</strong> What grading and reporting practices support learning and encourage learners? What is the teacher’s job when not teaching? <strong>What Really Matters in Teaching</strong> What is the teacher’s job when teaching? How are backward design and differentiated instruction related?</td>
<td>Read <em>Schooling by Design</em> chapters 4, 5 Read <em>Understanding by Design</em> Chapters 9 &amp; 10 Read <em>Integrating DI and UbD</em> chapter 2, 4, 6 Due: 2.5 hour unit due --Turn in to SAKAI by midnight --Bring to class to use during small-group discussions</td>
</tr>
<tr>
<td>Oct 28</td>
<td>UbD and DI – continued Does curriculum writing and use of assessment data make a Catholic school “public?”</td>
<td>Read <em>Understanding by Design</em> Chapters 11, 12 Read <em>Integrating DI and UbD</em> chapters 5,7 [two discussion leaders]</td>
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<td>Nov 4</td>
<td>Commissioning Dinner, Kasbeer Hall</td>
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<td>Nov 11</td>
<td>What is the job of an <strong>instructional leader</strong>? How do I know teachers are using backward design successfully? How do I know teachers are differentiating successfully? Professional Learning Communities (PLCs) What do PLCs have to do with Catholic Identity?</td>
<td>Read <em>Schooling by Design</em> chapter 7, 11 [two discussion leaders]</td>
</tr>
<tr>
<td>Nov 18</td>
<td>The Plan for Schooling by Design <strong>School Reform</strong></td>
<td>Read <em>Schooling by Design</em> 8 &amp; 9 [two discussion leaders]</td>
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</table>
What does operational vitality (NSBECS) have to do with school reform?

<table>
<thead>
<tr>
<th>Nov 25</th>
<th>Products and Reform</th>
<th>SKIM <em>Schooling by Design</em> chapter 10 [two discussion leaders]</th>
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<tbody>
<tr>
<td></td>
<td>What evidence should we collect? How do these products, pieces of evidence relate to operational vitality and academic excellence in a Catholic school?</td>
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Dec 2

<table>
<thead>
<tr>
<th>Dec 2</th>
<th>Issues in Curriculum Development Final project presentations [6] [two discussion leaders]</th>
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Dec 9

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<tr>
<th>Dec 9</th>
<th>What habits must we confront? How do I prepare for and work with the naysayers? Final project presentations [6] Read <em>Understanding by Design</em> chapter 13 [two discussion leaders]</th>
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Dec 16

<table>
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<tr>
<th>Dec 16</th>
<th>No in-class meeting</th>
<th>--Final exams due to Sakai --Professional development plan submitted to Sakai</th>
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**UPCOMING DATES**

October 30: registration for spring 2015 begins

February 9 – registration for Summer 2015 begins

April 9 – registration for Fall 2015 begins

**UPCOMING COURSES**

Spring 2015 Courses
CIEP 505: Literacy and Numeracy for Principals
ELPS 482: School Supervision for Principals
ELPS 580: Seminar*

*no tuition
Professional Development Plan  (100 points)

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  o A rationale for why the school needs this (e.g., no written curriculum exists, poor student achievement, lack of collaboration among teachers, etc.)
  o The outcomes for the plan
  o Dates and times for the PD to occur
  o Agendas for each meeting date
  o A plan for where the curriculum will be stored (local drive, Google drive, Dropbox, etc.)

✓ A short multimedia presentation to introduce the plan to the faculty
✓ Samples of year-long plans, unit plans, and lesson plans (these can be gleaned from your own curriculum writing, fellow teachers, this class, etc. No need to create or write something if you can find it.)

✓ A plan for how PLCs will be used

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✓ What forms will teachers use for consistency?
✓ What are some challenges that might be faced by Catholic educators writing curriculum?
✓ How do you think the teachers at your school would respond to this process?
✓ As a future Catholic school leader, how will you lead teachers through this process?
✓ What resources or information will you need to lead them? (e.g., professional books, subscriptions to web sites, etc.)
✓ What will the final product look like when all teachers in your school have year-long plans for every subject and course, and unit plans for every topic on the year-long plans?

THIS CAN AND SHOULD COINCIDE WITH THE ASSIGNMENT IN ELP 481.
SAMPLE PROFESSIONAL DEVELOPMENT PLAN PROPOSAL
TO: St. Mary’s School Board and Faculty
FROM: Michelle Lia
Current Date: September 2, 2014

Rationale: Teachers have a lot of responsibilities. Since reading, thinking, and writing across all disciplines is so important, these three professional development sessions will work to show teachers what they are already doing, and what new tools they can add to their toolboxes of strategies.

Many teachers may have had only one course – or none – about how to teach reading. The reading/thinking strategies will not teach phonics or the basics of early reading, but rather they will teach teachers how to help students understand content better. This will relate well to test-preparation strategies as well. We want students to be able to learn new things on their own (Buehl, 2011).

The writing strategies will show two ways that students can write, one a writing-to-learn strategy, and one an assessment strategy. Students need to learn how to write in content (Daniels, Zemelman, & Steineke, 2007). This will also result in learning what content students know so that students know content better – and possibly learn more content.

Outcomes: As a result of these three sessions, teachers will explicitly teach and show students how to use thinking strategies in all content areas. Teachers will incorporate the use of these thinking strategies in their daily lesson plans. Teacher will collaborate and share with PLCs how they have successfully used these strategies.

Proposed Dates: September 26 (1 hour), November 7 (1 hour), and February 13 (1 hour)
Each meeting will take place in the library.

1. What are Thinking Strategies?
2. Strategy: Insert or Text Coding: This during-reading strategy avoids highlighting and teaches students how to think and respond and interact with text while reading.
3. Writing Strategies: Two-Column Notes and Exit Slips. Two-column notes teach students to take evidence from the text and respond to it, thus proving their comprehension. Exit slips are given at the end of a concept, bit of content or class period to determine whether students learned the day’s objectives. Neither of these strategies is officially graded.

Professional Article for use in these sessions:

References:
Daniels, Zemelman, & Steineke (2007). Content-area writing: Every teacher’s guide. Portsmouth, NH: Heinemann
Today’s outcomes are...

1.) To learn one pre-, during-, and post-thinking strategy.
2.) To plan the use of one of each kind of strategy.
3.) To create one anchor chart for one strategy.

**Agenda**

3:30 Prayer
3:35 What are thinking strategies?
3:40 Examples of pre-, during-, and post-thinking strategies
4:05 Sit with your team. Brainstorm how you will use a pre-, during-, and post-thinking strategy this month. How will you teach it? How will you provide feedback? How will you assess it? Begin to make one anchor chart for one of these strategies.
4:25 Good of the Order
4:30 Adjourn

**Today’s Prayer**

*Peace Within*

May today there be peace within.
May you trust God that you are exactly where you are meant to be.
May you not forget the infinite possibilities that are born of faith.
May you use those gifts that you have received, and pass on the love that has been given to you
May you be confident knowing you are a child of God.
Let this presence settle into your bones, and allow your soul the freedom to sing, dance, praise and love.
It is there for each and every one of us.

- attributed to St. Thérèse of Lisieux and St. Theresa of Avila
As a final assessment, you will sketch out three action plans for curriculum development and implementation in schools in three situations in which you, as the instructional leader, may find yourself:

1) the entire school curriculum is in need of update in relation to standards;
2) data indicate the need to improve student performance/achievement in a targeted area;
3) indicators suggest a high performing school faced with the challenge of sustaining excellence over time.

This final assignment is an opportunity to synthesize knowledge, information, skills, attitudes, and experiences developed throughout the semester and shared in class.

Your implementation plan for each situation should demonstrate your knowledge and understanding of backward design curriculum decision-making and professional learning communities. Include consideration of effective professional development, use of data, strategies for change, and organizational support.

For EACH of the three scenarios, complete the template and a 1-2 page narrative describing why you selected your goal and how you have incorporated principles of backward design and the learning community model in your planning.

The following questions may be helpful as you develop your plans:

- What is the goal? (Example: By the end of year one in a ____planning process to [update curriculum based on rigorous standards] [to incorporate 21st century skills] [to increase collaborative learning] [to increase the number of students reading at or above grade level] teachers will…
- Why is it important? What is the evidence that constitutes the catalyst for pursuing this goal?
- What constitutes success (observable, measurable)?
- How do you get buy-in? Motivate faculty to engage?
- What is their readiness to engage?
- How big/important is the desired change?
- How will data support the implementation process?
- What professional development will they need to build knowledge and skill?
- What infrastructure will support implementation?
- How is everyone held accountable?
- At every step of the implementation process, what is your role as instructional leader?
Scenario #1: **The entire school curriculum is in need of update with regard to standards.**

**Circle – 3-5 years**

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<thead>
<tr>
<th>Action Plan</th>
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<tr>
<td>Goal</td>
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<tr>
<th>Why is the goal important?</th>
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<th>What will constitute success?</th>
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<th>What is their readiness to engage?</th>
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<th>How big/important is the desired change?</th>
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<th>How will you use data to begin, to support the implementation process, to monitor, etc.?</th>
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<th>What professional development will the teachers need to build knowledge and skill?</th>
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<th>What infrastructure will support implementation? (e.g., committees, PLCs, etc.)</th>
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<th>How is everyone held accountable – leaders, teachers, etc.?</th>
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<th>At every step, what is your role as the instructional leader?</th>
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Reflection Narrative – 1-2 pages:

Take the above information and synthesize it into a reflection narrative 1-2 that is pages long.
Loyola Required Statements

**IDEA Objectives:**
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Learning how to find and use resources for answering questions or solving problems

**COURSE STANDARDS:**

**NATIONAL STANDARDS AND BENCHMARKS OF EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS**

**Standard 2:** An excellent Catholic school adhering to mission provides a rigorous academic program for religion studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.

2.1 Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.

2.2 Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.

2.3 Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

2.4 The school’s Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

2.5 Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

2.6 Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.

2.7 The theory and practice of the Church’s social teachings are essential elements of the curriculum.

**Standard 3:** An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

3.1 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

3.2 Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.

3.3 Every student participates in Christian service programs to promote the lived reality of action in service of social justice.

3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.

**Standard 7:** An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.
7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

**Standard 8:** An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.
8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.
8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

**SREB 13: CRITICAL SUCCESS FACTORS/FUNCTIONS (2007):**

CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
CSF 2: The school leader is able to set high expectations for all students to learn high-level content.
CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.

The Interstate School Leaders Licensure Consortium (ISLLC) STANDARDS (2008):

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E), and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions B, G, and I).
ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Function E).

**ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTS) (2013):**

**Standard a-Teaching Diverse Students:** The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

2. Performance Indicators-The competent teacher:
2E) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

**Standard c-Planning Differentiated Instruction:** The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

2. Performance Indicators-The competent teacher:
2B) creates short-term and long-term plans to achieve the expectations for student learning;
2C) uses data to plan for differentiated instruction to allow for variations in individual learning needs;
2D) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences.

**Standard e-Instructional Delivery:** The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

2. Performance Indicators- The competent teacher:
2H) uses data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student.

**Standard g-Assessment:** The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

2. Performance Indicators-The competent teacher:
2I) uses effective co-planning and co-teaching techniques to deliver instruction to all students.
**Standard i-Professionalism, Leadership, and Advocacy:** The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents, or guardians, and the profession.

2. **Performance Indicators-The competent teacher:**

2C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml).

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/).

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University--a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith - any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/).

**Conceptual Framework**
**Professionalism in Service of Social Justice** presents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course focuses on the development and implementation of curriculum that is academically rigorous and at the same time responsive to the diverse needs of all students. As Catholic educators, it is our greater duty to serve others and consider social justice in all situations.

**Dispositions**
These dispositions, **Professionalism, Fairness, and the Belief that all students can learn**, are indicators of growth for different levels in the program. Note that the rubrics for the class assignments include items about these three dispositions. At the end of the semester, I will score you on LiveText in these three categories. The scores are target, acceptable, and unacceptable. Developmental disposition data will be available every semester to programs (or as needed) so programs can handle issues as
they arise. Please keep these in mind when discussing in class, in written papers and reflections, and, most importantly, when interacting with stakeholders at your school.

**Technology**
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, students will develop and practice skills in locating and using on-line resources critical to these topics. Students will access information from SAKAI in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum. These activities are designed to enhance students’ ability to use technology as a teaching and learning tool.

---Part of the technology requirement for this course is the successful completion of the course evaluation, which will be completed online.

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

**Diversity**
With the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create capacity within our schools so that all educational stakeholders can fulfill the promise of education. This course supports school leaders in service of social justice by engaging them in reflective exercises and class discussions that allow leaders to bridge theory and practice as it relates to teaching and learning in diverse communities.

Because of the added lens of Catholic education, we have the additional responsibilities of Catholic social teaching.

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**Teacher Prep Courses with Clinical Components**
If you are unsure about this requirement and your course, check with Dr. Ann Marie Ryan. All courses with clinical components must include specific information about the clinical experience in the syllabus.

- Students should be able to tell what portion of the final grade reflects the work they do in a clinical setting.
- What specific assignments must be completed in clinicals.
- The criteria being used to evaluate the products that come out of that work.
- The course objectives that relate directly to that work.
- Consequences for not attending clinicals, not conducting themselves in a professional manner, or not completing the related coursework.

Note: this particular course does not have a clinical component.