

**Loyola University Chicago**  
**School of Education**  
*Professionalism in Service of Social Justice*

**CIEP 442: Curriculum Development and Implementation**

Professor: Felicia Stewart, Ed.D.  
Office: Lewis Towers #1031  
Phone: (312) 915-6345  
Office Hours: Before class or by appointment  
Meeting Time: Wednesdays 7:00-9:30pm – Corboy Law Center – Room L08  
August 29 – December 6, 2017  
Email: [fstewart1@luc.edu](mailto:fstewart1@luc.edu)

**Course Description:**

In this course, candidates will demonstrate understanding of curriculum development through a backward instructional planning framework with the goal of implementing an instructional plan that supports school faculty in good teaching and learning. Candidates will reflect on current practices in regard to classroom environment and curriculum design to meet the needs culturally and linguistically diverse learners. During the course, candidates will develop their instructional plan with the goal of supporting teachers through the process of curriculum development and implementation. Candidates will reflect on professional growth with a lens on instructional leadership and meeting the needs of all learners through the implementation of their units guided by course readings and discussions.

**Course Outcomes:**

Upon completion of this course, candidates will be able to:

- Explain key elements of curriculum theory
- Describe, explain and create key components of effective curriculum design
- Use standards and curriculum frameworks to design curriculum
- Justify the most important learning and design of curriculum
- Create action plans to implement curriculum as an instructional leader

**School of Education's New Conceptual Frame Work Standards (CFS):**

- CFS1: Candidate critically evaluate current bodies of knowledge in their field
  - \*CFS2: Candidates apply culturally responsive practices that engage diverse communities
  - CFS3: Candidates demonstrate knowledge of ethics and social justice
  - CFS4: Candidates engage with local and/or global communities in ethical and socially just practices
- \*This CF is assessed in the course in the Curriculum Development Reflection Paper, assessed through Live Text.

**Conceptual Framework**

*Social Action through Education* 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 Public, Private and Catholic educators, it is our greater duty to serve others and consider social justice in all situations.

## **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.*

## **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.

## **Required Texts:**

Hale, J. A., & Fisher, M. (2013). *Upgrade your curriculum: Practical ways to transform units and engage students*. Alexandria, VA: Association of Supervision and Curriculum Development.

Jacobs, H. H., & Johnson, A. (2009). *Curriculum mapping planner: Templates, tools, and resources for effective professional development*. Alexandria, VA: Association of Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2004). *Understanding by design*. Alexandria, VA: Association of Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2004). *Understanding by design professional development workbook*. Alexandria, VA: Association of Supervision and Curriculum Development.

American Psychological Association (2010). *Publication manual of the American Psychological Association, 6th edition*. Washington, DC: American Psychological Association.  
*Additional readings will be assigned throughout the semester and posted on Sakai*

## **Assignments & Grades:**

Assignment	Due Date	Points Earned
Participation	Weekly	130 (10 per class)
Flipped Classroom Introduction	September 6	5
Year-Long Plans	September 20	60
Discussion Leader	Dates will vary (chapter selections due September 20)	45
Unit plan 2.5 hours	October 11	60

Professional Development Plan	Presented November 29; Submitted to Sakai by December 6	100
Final Exam	December 6	100
Reflection on curriculum writing process	December 13	50

Assignments are due at 11:55 pm of the night of the due date and are to be submitted to Sakai unless otherwise noted. Please submit all assignments as word documents or pdfs. Remember to use APA 6<sup>th</sup> edition for all references and writing.

*Details on the individual assignments can be found further in the syllabus.*

Percent Range	Letter Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

#### School of Education Grading Scale

#### Meeting Times:

Date	Time
August 30	7:00 to 9:30
September 6	7:00 to 9:30
September 13	7:00 to 9:30
September 20	7:00 to 9:30
September 27	No class – Complete 2.5-hour unit plan
October 4	7:00 to 9:30
October 11	7:00 to 9:30
October 18	Office Hours from 6:30 to 8:00 in LT 1031
October 25	7:00 to 9:30
November 1	7:00 to 9:30
November 8	7:00 to 9:30
November 15	7:00 to 9:30
November 22	No class
November 29	7:00 to 9:30
December 6	7:00 to 9:30
December 13	No class – final exam, PD Plan & final reflection due

**Absence Policy:** You are allowed one absence from class. Please let the instructor know that you will not attend by email or text. More than one absence can result in a loss of participation grades.



<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Aug. 30	<i>Introduction/Syllabus</i> Topics: Backwards Design Understanding by Design (Research a video on flipped class introductions. Be prepared to present findings to the class; the types/ differences and variations. next week)	
Sept. 6	<i>Year Long Plans &amp; Curriculum Maps</i> Topics: Purpose of using Backward Design Making documents public	Video/Flipped Class Introduction Examples of how to present a flip classroom. (p.6)
Sept. 13	<i>Writing unit plans</i> Topics: Essential Questions Planning for student success Review and evaluate unit plans Writing a unit plan	Discussion Leader Chapter Selections – Submitted during class (p. 8-9)
Sept. 20	<i>Assessment</i> Topic: Authentic assessments Using evidence to anchor curriculum units & guide instruction Determining the extent of student understanding	Year Long Plan (p.7-8)
Sept. 27	<i>No in-person class meeting</i> Spend 2.5 hours writing unit plan (p.10S)	
Oct. 4	<i>Grading and Reporting</i> Topics: Grading and reporting practices that support learning Teacher's role when not in the classroom	
Oct. 11	<i>Instructional Best Practices</i>	Unit Plan p. 1011)
Oct. 18	<i>No in-person class meeting – I will be having office hours from 6:30 to 7:30 in the LT 1031</i>	
Oct. 25	<i>Instructional Best Practices</i>	Upgrade Your Curriculum Ch. 1-5
Nov. 1	<i>Instructional leadership</i> Topic: Classroom walk-throughs, peer observations, instructional coaching, and empowering teacher leaders Professional Learning Communities (PLCs)	Upgrade Your Curriculum Ch. 6-9
Nov. 8	<i>School Reform</i> Topics: Collecting evidence Using evidence to support academic excellence The role of curriculum in school reform	Upgrade Your Curriculum Ch. 10-12
Nov. 15	<i>Issues in Curriculum Development</i> Topics: Building resiliency Leading with consensus	Upgrade Your Curriculum Ch. 13-15
Nov. 22	<i>No Class – Thanksgiving Break</i>	
Nov. 29	<i>Final project presentations</i>	PD Plan Presentation (p.11-14)
Dec. 6	<i>Final Exam (p. 15-20)</i>	
Dec. 13	<i>No In Class Meeting</i>	Final exams & PD Plan due to Sakai Reflections on curriculum writing process submitted to Live text

## Tentative Schedule:

### Assignments

#### Participation: Disposition Domains for Teaching and Learning

**Inquiry:** Candidates discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidate demonstrates the ability to generate own knowledge by carrying out discipline-recognized, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate own knowledge by carrying out systematic approaches to gathering and using data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate own knowledge by gathering and using data with little connection to instruction or promoting learning.	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.

**Social Justice:** Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

**Professionalism:** Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
<p>Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial. Candidate acknowledges but may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>

### Flipped Classroom Introduction

You will use one of the many flipped classroom resources ([ed.ted.com](http://ed.ted.com); [explain everything](#); [PowerPoint](#); [flip grid](#), etc.) in order to create a brief 2ish minute video introducing yourself, your experience with curriculum development, and your future career goals. I will post one and provide a model for this assignment. These videos will help me to better serve you throughout this course. Points will be given based on completion of the assignment.

### Year Long Plans (for one subject for one year for at least four (4) consecutive grade levels)

This one year-long plan covering at least four grade levels 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 standards of that subject/content area. This year-long plan should be aligned so there are no redundancies – new learning occurs each year even if the topic has the same name.

Due September 20, 2017

Rubric for Year-Long Plan – 60 points

Criteria:	Exceeds (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
<b>All Students Can Learn</b>	All year-long plans reflect the candidate's belief that all students can learn. All topics are rigorous and appropriate.	All year-long plans reflect the candidate's belief that all students can learn.	It is somewhat obvious that the candidate believes that all children can learn.	It is not obvious that the candidate believes that all children can learn.
<b>Year-long plans are in a consecutive range</b>	Yes, all year-long plans are included. All are labeled with the grade level and topic/subject. It is clear that these plans were created using standards and with the candidate's current school in mind.	Yes, all year-long plans are included. All are labeled with the grade level and topic/subject.	Yes, all year-long plans are included.	No, all year-long plans are not included, some are missing, a format was not used to indicate they are year-long plans or other.
<b>Alignment</b>	All topics and goals align clearly with standards and alignment is apparent. Standards are listed in the boxes for each month or grading period	All topics and goals align clearly with standards and alignment is apparent.	Topics and goals partially align with standards.	There is little apparent alignment of topics and goals with standards or it requires close examination.
<b>Appropriateness</b>	Topics and goals are developmentally appropriate for the grade level and for the school and it is clear that these topics and goals are thoughtfully chosen to align/coincide with teaching in other content areas.	Topics and goals are developmentally appropriate for the grade level and for the school.	Topics and goals are somewhat appropriate for the grade level and for the school.	Topics and goals are not developmentally appropriate.
<b>Clarity</b>	All topics (and sub-topics if applicable) are written clearly so other teachers could read and understand them easily. The topics could be used as an exemplar for other educators.	All topics (and sub-topics if applicable) are written clearly so other teachers could read and understand them easily.	Most topics (and sub-topics if applicable) are clearly written.	Topics (and sub-topics if applicable) are unclear and require explanation or other.
<b>Instructional Considerations</b>	Topics (and sub-topics if applicable) are written as nouns or in phrases. It is very clear and obvious that 21 <sup>st</sup> century skills and integration are taken into consideration (e.g., collaboration, strategy instruction, integration of grammar and writing and reading, etc.).	Topics (and sub-topics if applicable) are written as nouns or in phrases. 21 <sup>st</sup> century skills and integration are taken into consideration (e.g., collaboration, strategy instruction, integration of grammar and writing and reading, etc.).	Topics (and sub-topics if applicable) are mostly written as nouns or in phrases. It is somewhat apparent that 21 <sup>st</sup> century skills and integration are taken into consideration.	Topics (and sub-topics if applicable) are written as chapters of the textbook or verbs or sentences. It is not apparent that 21 <sup>st</sup> century skills and integration are taken into consideration.
<b>Redundancy vs. Repetition (A Staircase Effect)</b>	It is very clear that a topic that is taught earlier or later is done so with different rigor. Repetition and added learning is valued, but redundancy – no new learning with the same topic - is not included. In other words, a staircase develops from each grade to result in college and career readiness in grade 12.	Consideration is given to a topic that is taught earlier or later. Repetition and added learning is valued, but redundancy – no new learning with the same topic - is not included.	Some consideration is given to a topic that is taught earlier or later. Repetition and added learning is valued. Redundancy is somewhat apparent.	Little consideration is given to a topic that is taught earlier or later. Repetition and added learning is not obviously valued. Redundancy is apparent.
<b>Importance</b>	Topics and goals strongly and obviously meet the criteria of endurance, leverage, and readiness for the next level.	Topics and goals meet the criteria of endurance, leverage, and readiness for the next level.	Topics and goals mostly meet at the criteria of endurance, leverage, and readiness for the next level, or only two of these criteria are met.	Topics and goals do not meet at the criteria of endurance, leverage, and readiness for the next level or only one criteria is met.



<b>Viability (Is it realistic?)</b>	Pacing of topics clearly fits into the school calendar and accurately reflects the importance and complexity of topics for the curriculum context.	Pacing of topics fits into the school calendar and reflects the importance and complexity of topics for the curriculum context.	Pacing of topics mostly fits into the school calendar and mostly accurately reflect the importance and complexity of topics for the curriculum context.	Pacing of topics does not fit into the school calendar and/or does not accurately reflect the importance and complexity of topics for the curriculum context.
<b>Grammar &amp; A.P.A.</b>	No grammar, usage, or mechanics errors occur.	One grammar, usage, or mechanics errors occur.	2-3 errors	4 errors or more
<b>Format, Legibility &amp; Appropriate font type and size</b>	Yes		Yes to two of these	No

*Highlighted items are worth double*

### **Discussion Leader**

You will choose from *Upgrade your curriculum: Practical ways to transform units and engage students* or an article in a professional journal that you find on topic related to curriculum. You will be that chapter's discussion leader. You will need to...

- Send the article to instructor to distribute to other candidates
- Read the chapter carefully and annotate so you can guide the discussion
- Start the discussion with a hook, anticipatory set, or ice breaker
- Facilitate the discussion with guiding or follow-up questions
- Choose an activity to engage the group and to serve as a model the group can take back to their respective schools
- Create a visual(s); a multimedia presentation is optional
- Handouts are optional
- Consider the class to be your faculty, and you are the instructional leader
- Presentations should not exceed 30 minutes

**Due dates may vary**

## Rubric for Discussion Leader of a Chapter or Article – 45 points

Criteria	Exceeds (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
Discussion begins with a hook, anticipatory set, or icebreaker.	Yes. The audience is engaged and the opener helps them get ready for learning; provide a meaningful reason to discuss/study the topic.	Yes.	A hook or anticipatory set is used but it is not helpful or engaging or it is not appropriate for this class.	No or it is not helpful or engaging or it is not appropriate for this class or for a school.
Chapter title, a quick summary, and rationale of your choice	Included	One of the following is excluded: title, summary, or rationale is not included	Two of the following is excluded: title, summary, or rationale is not included	Not Included
Guiding questions directly related to the chapter are used in a professional way, which lead and facilitate a discussion about this topic/chapter.	Yes, the questions are guiding but don't give away the 'answers.' The questions are used to facilitate a discussion.	Yes.	The questions are not guiding but rather leading to one answer. The discussion leader dominates the conversation	Not Included
Prompting questions are asked, the group is encouraged to refer to the text, and the discussion is led in a professional way.	Yes, this is deliberate but not intrusive. You let the class do most of the talking but you listen and provide support as needed.	Yes.	No, the leader talks more than the group; it is more of a lecture or the group gets off topic.	Not Included
The activity is lead within the discussion that keeps the group engaged. This could be a "make and take" or a small group activity, a written reflection, etc.	Yes. This is done in a deliberate and engaging way. This enhances the discussion and highlights the topic for deeper understanding.	Yes.	No, the group gets off topic or the activity is too long, not engaging, etc.	Not Included
The discussion does not exceed 30 minutes	Yes. The discussion leading was planned with time as a consideration.	Yes.	No, the discussion significantly goes over or under 30 minutes.	Not Included
The class is provided with a conclusion that includes a succinct synthesis of the class' discussion.	Yes, this is done explicitly, clearly and briefly.	Yes.	No, this is not done at all; it is too wordy or not clear or other.	Not Included
<b>Formatting Items</b>				
<p>Formatting items only if you have written description for the activity or you share a multimedia presentation.</p> <p>IT IS OPTIONAL to include a Keynote, Prezi, Power Point, etc.</p> <p>If you choose to prepare one of these presentations, please be aware of the following:</p> <ul style="list-style-type: none"> <li>o The presentation should not have many words – just a few to jog your memory</li> <li>o Do not read the slides to the class</li> <li>o Provide pictures whenever appropriate</li> <li>o MOST IMPORTANTLY, the presentation should be an aid for you, with questions, thoughts, ideas, etc. NOT a distraction from your discussion leading.</li> <li>o</li> </ul> <p>If you have a handout, ensure that it has no grammatical errors, is succinct and clear, and is professional.</p>				

*Highlighted items are worth double*

## 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. You will use the Understanding by Design template. Please only spend 2.5 hours on this assignment.

**Due on October 1 1, 2017 (bring to class and submit to Sakai)**

### 2.5 Hour Instructional Unit Rubric 60 points

Criteria	Exceeds (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
Rationale	Candidate has offered a thorough, thoughtful rationale for teaching the unit. This is one paragraph clearly explaining why this unit is taught in this grade level to the students at this school.	Candidate has offered a thoughtful rationale for teaching the unit. This is one paragraph explaining why this unit is taught in this grade level to the students at this school.	Candidate has offered a somewhat superficial rationale for teaching the unit. This is one paragraph or partial paragraph that partially explains why this unit is taught in this grade level to the students at this school.	The candidate's rationale is superficial. The description of students is inadequate.
All Children Can Learn	It is obvious that the candidate believes that all children can learn: rigorous unit includes adjustments			It is not obvious that the candidate believes that all children can learn.
Relevant Standards	Candidate has chosen mostly or all relevant content standards that the unit will address.	Candidate has chosen partially relevant content standards that the unit will address.	The standards chosen are not relevant to the instructional unit or the candidate has failed to list standards.	No standards are included
Understandings	The candidate has adequately or fully identified the big idea(s) that students should know by the end of this unit. Most or all the ideas are at the heart of the content.	The candidate has partially identified the big idea(s) that students should know by the end of this unit. Most of the ideas are at the heart of the content.	The candidate has incorrectly identified the big ideas that students should know as the result of the unit.	No big ideas are included
Essential Questions	Candidate has developed questions that will guide the unit. These questions are mostly or all provocative, will foster inquiry, understanding, and transfer of learning.	Candidate has developed questions that will guide the unit. These questions are partially provocative, will foster inquiry, understanding, and transfer of learning.	Candidate has failed to develop questions that will guide the unit. They are either missing or ineffectual.	No questions are included
Students will Know...	Candidate has identified most or all the important key knowledge that students will acquire as a result of the unit. Most or all of these knowledge indicators are of appropriate number and quality and are tied to the standards.	Candidate has partially identified most of the important key knowledge that students will acquire as a result of the unit. Most of these knowledge indicators are of appropriate number and quality and are tied to the standards.	Candidate has failed to identify the key knowledge that students will acquire as a result of the unit. The knowledge indicators are not of appropriate number and quality and are not tied to the standards.	Knowledge targets are not included
Students will ...	Candidate has identified most or all of the important key skills that students will acquire as a result of the unit. Most or all of these skill indicators are of appropriate number and quality and are tied to the standards.	Candidate has partially identified most of the important key skills that students will acquire as a result of the unit. Most of these skill indicators are of appropriate number and quality and are tied to the standards.	Candidate has failed to identify the important key skills that students will acquire as a result of the unit. The skill indicators are not of appropriate number and quality and are not tied to the standards.	Skills targets are not included
Performance Tasks	Candidate has developed an authentic performance task that will document the desired understandings. The criteria for performance have been identified or clearly identified. The evidence is aligned with objectives. Real-world context is identified. Evidence is meaningful and aligned or clearly aligned with objectives.	Candidate has developed a mostly authentic performance task that will document the desired understandings. The criteria for performance have been identified. The evidence is aligned with objectives. Real-world context is identified. Evidence is aligned with objectives.	Candidate has failed to develop an authentic performance task that will document the desired understandings. The criteria for performance have not been identified. The evidence is not aligned with the objectives.	Performance tasks are not included

Other Evidence	Candidate has identified the other evidence that students will demonstrate student achievement of the desired results labeled "Formative Assessments." The evidence is aligned with objectives.	Candidate has identified most of the other evidence that students will demonstrate student achievement of the desired results labeled "Formative Assessments." The evidence is aligned with objectives.	Candidate has failed to identify the other evidence that students will demonstrate student achievement of the desired results.	No further evidence is included
Learning Plan	Candidate has started to list or listed most of the activities for the unit. The activities show variety. Activities place students in an active learning role and give them responsibility for their learning.	Candidate has started to list or listed most of the activities for the unit. Most activities place students in an active learning role and give them responsibility for their learning.	Candidate has listed too few activities for the unit. The activities listed lack variety and/or are not appropriate. Activities place students mostly in a passive learning role.	Learning plan is not included
Format	Paper is in in any legible font, size 12 and is double- spaced.	Yes to two of these.	Yes to one of these	Format does not follow guidelines
Grammar	No grammar, usage, or mechanics errors	1-2 errors.	3 errors.	More than 4 =0

*Highlighted items are worth double*

### Professional Development Plan

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. Topics must be related to curriculum. The PD Plan must consist of at least four meetings. The 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]. Please cite at least one piece of research to support this initiative.
  - 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 four PD meetings to occur
  - **Agendas** for all four meeting dates
  - 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** (which you will share with the class)
- **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 process will you put in place to revise and review the curriculum each year?
- 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, instructional coach, professional development provider, 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?

**Present in class on November  
29, 2017**

**Due to Sakai December 6,  
2017**

**Professional Development Plan Rubric - 100 points**

<b>Criteria</b>	<b>Meets (4)</b>	<b>Partially Meets (2)</b>	<b>Does Not Meet (0)</b>
(1) The proposal is in the form of a memo with a bulleted or numbered list including the current date, proposed dates and times, titles of sessions, and outcomes. The audience is clearly identified.	Yes to all items at left.	One item is missing.	Two or more items are missing.
(2) The outcomes for each session are explicitly stated in the memo and on each agenda. These outcomes align with curriculum theory and best practice.	Yes to all items at left.	One item is missing.	Two or more items are missing.
(4) The memo includes how PLCs or SLCs will be used during this process.	Yes, the use of PLCs is clear.	The use of PLCs is somewhat clear.	The use of PLCs is unclear.
5) Attached to the memo are the proposed agendas for all sessions.	Yes	Agendas are attached, but unclear	No agendas are attached
(6) Rationale(s) includes at least two citations of research. These can be texts we have used this semester or other texts. Your rationale makes it obvious that you believe that all children can learn. (rationale(s) approx. one paragraph long)	Two appropriate citations are given.	Two citations are given.	Less than two citations are given or the citations are inappropriate.
(7) A paper copy of the memo is brought to class the night of your presentation for each classmate OR is sent before your presentation via email to everyone in the class.	Handouts are helpful, thorough, and clear. They are visually appealing. These handouts are brief.	Handouts are included.	Handouts are not included, or are not helpful, not thorough, or not visually appealing – 'bad' copies.
<b>Presentation</b>			
(8) A multimedia presentation is shared – Keynote, PowerPoint, Prezi, etc. with all pertinent details from the memo.	This presentation is engaging, brief but informative, visually appealing. The multimedia presentation includes slides/visuals for the modeling of the reading or writing strategy.	The multimedia presentation includes slides/visuals for the modeling of the reading or writing strategy.	The multimedia presentation is too long, too short, not visually appealing, and/or not informative. It does not include slides/visuals for the modeling of the reading or writing strategy, or these slides are too long, too short, not visually appealing, and/or not informative.
(9) The purpose of the multimedia presentation is to present the plan to your teachers. What is the plan? How will this plan improve student achievement and learning? Maximize instruction? What will the final product of this process look like? Where will it be stored? When will it be revisited/revised? What will be your responsibilities as the instructional leader? What will your teachers' responsibilities be?	All questions to the left are answered thoughtfully, thoroughly, and clearly.	All questions to the left are answered.	Not all of the questions to the left are answered, or the answers are not thoughtful, thorough, or clear.
(10) Your presentation includes samples of templates or whatever products teachers will create during this process.	Yes		No
(11) Your presentation is conducted professionally, confidently, and persuasively. You address the audience are your faculty.	Yes	Somewhat	No
<b>Formatting</b>			
(12) The handout and the multimedia presentation both attend to the conventions of grammar, usage, and mechanics. This includes correct APA form for the two research citations.	No errors		3-5 errors
(13) Name(s), date(s) are listed at the top. Pages are numbered if longer than one page.	Yes to all items.	Yes to all but one item.	Two or more items are missing.
(14) The proposal is written professionally with the correct audience in mind.	Yes.	Somewhat.	No

*\*Highlighted items are worth double*

## Professional Development Plan Resources

### SAMPLE PROFESSIONAL DEVELOPMENT PLAN PROPOSAL

TO: Kris Bryant Elementary School Faculty

FROM: Felicia Stewart

RE: Professional Development Plan – title: “Thinking Strategies”

Current Date: September 2, 2017

**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 December 3 (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:**

Fisher, D., Frey, N., & Williams, D. (2002). Seven literacy strategies that work. *Educational Leadership*, 60 (3), 70-73.

## **References:**

Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: International Reading Association.

Daniels, Zemelman, & Steineke (2007). *Content-area writing: Every teacher's guide*. Portsmouth, NH: Heinemann

## **SAMPLE AGENDA**

September 26, 2017

Meeting outcomes

1. To explore 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 Welcome, Outcome overview, Sign In

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 Summary

4:30 Adjourn

## **Final Exam: Curriculum Scenarios**

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:

- The entire school curriculum is in need of update in relation to standards;
- Data indicate the need to improve student performance/achievement in a targeted area;
- Indicators suggest a high performing school faced with the challenge of sustaining excellence over time.

This final exam 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 21<sup>st</sup> 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 everyone is held accountable?

At every step of the implementation process, what is your role as instructional leader?

**Due December 6, 2017**



**Final Exam: Curriculum Scenarios Assignment Details & Graphic Organizers**

*Scenario #1: The entire school curriculum is in need of update with regard to standards.*

Circle – 3-5 years 2 years 1-2 years

<b>Action Plan</b>	
Goal	
Why is the goal important?	
What will constitute success? What evidence can you review to prove success has occurred?	
What is the faculty's readiness to engage?	
How big/important is the desired change?	
How will you use data to begin, to support the implementation process, to monitor, etc.?	
What professional development will the teachers need to build knowledge and skill?	
What infrastructure will support implementation? (e.g., committees, PLCs, etc.)	
How is everyone held accountable – leaders, teachers, etc.?	
At every step, what is your role as the instructional leader?	

Reflection Narrative – 1-2 pages:

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

*Scenario #2: Data indicate the need to improve student performance/ achievement in a targeted area.*

Circle – 3-5 years 2 years 1-2 years

**Action Plan**

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

Reflection Narrative – 1-2 pages

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

*Scenario #3: Indicators suggest a high performing school faced with the challenge of sustaining excellence over time.*

Circle – 3-5 years 2 years 1-2 years

**Action Plan**

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

Reflection Narrative – 1-2 pages

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

## Final Exam: Curriculum Scenarios Rubric – 100 Points

Criteria	TARGET (4)	ACCEPTABLE (3)	UNACCEPTABLE (2)	NOT PRESENT (0)
<b>Action Plan #1</b>	Goal is clearly articulated and appropriate to the scenario. Evidence of success is valid and measurable. All elements on the template are complete and well aligned to the goal and to each other for year one. Goal, evidence, and major actions are clearly projected for additional years, if any. Plan shows consistent understanding of backward design thinking and integration of a learning community model.	Goal fits the scenario. Evidence of success is valid and measurable. All elements on the template are complete and most are connected to the goal and to each other for year one. Goal, evidence, and major actions are indicated for additional years, if any. Plan shows general understanding of backward design thinking and integration of a learning community model.	Goal and/or evidence of success are unclear or inappropriate to the scenario. Not all elements on the template are complete. Plan shows limited or inaccurate understanding of backward design thinking and integration of a learning community model.	Action Plan is not included
<b>Action Plan #2</b>	Goal is clearly articulated and appropriate to the scenario. Evidence of success is valid and measurable. All elements on the template are complete and well aligned to the goal and to each other for year one. Goal, evidence, and major actions are projected for additional years, if any. Plan shows consistent understanding of backward design thinking and integration of a learning community model.	Goal fits the scenario. Evidence of success is valid and measurable. All elements on the template are complete and most are connected to the goal and to each other for year one. Goal, evidence, and major actions are indicated for additional years, if any. Plan shows general understanding of backward design thinking and integration of a learning community model.	Goal and/or evidence of success are unclear or inappropriate to the scenario. Not all elements on the template are complete. Plan shows limited or inaccurate understanding of backward design thinking and integration of a learning community model.	Action Plan is not included
<b>Action Plan #3</b>	Goal is clearly articulated and appropriate to the scenario. Evidence of success is valid and measurable. All elements on the template are complete and well aligned to the goal and to each other for year one. Goal, evidence, and major actions are projected for additional years, if any. Plan shows consistent understanding of backward design thinking and integration of a learning community model.	Goal fits the scenario. Evidence of success is valid and measurable. All elements on the template are complete and most are connected to the goal and to each other for year one. Goal, evidence, and major actions are indicated for additional years, if any. Plan shows general understanding of backward design thinking and integration of a learning community model.	Goal and/or evidence of success are unclear or inappropriate to the scenario. Not all elements on the template are complete. Plan shows limited or inaccurate understanding of backward design thinking and integration of a learning community model.	Action Plan is not included
<b>Narrative #1</b>	Explanation makes it clear that goal selected is appropriate for addressing the given curriculum issue. Narrative accurately and thoughtfully describes how the action plan makes use of backward design thinking and professional learning community model. It is clear that the designer understands and can intentionally apply key and relevant principles of Backward Design (BD) and Professional Learning Communities (PLC) to develop a plan for implementation of the stated goal.	Explanation describes why goal was selected as appropriate for addressing the given curriculum issue. Narrative describes how the action plan makes use of backward design thinking and professional learning community model in general terms. Narrative shows that the designer can incorporate some important principles of Backward Design (BD) and Professional Learning Communities (PLC) to develop a plan for implementation of the stated goal.	Explanation does not adequately describe why goal was selected as appropriate for addressing the given curriculum issue and/or how the action plan makes use of backward design (BD) thinking and professional learning community model. Narrative shows limited capacity of the designer to apply principles of BD and Professional Learning Communities (PLC) to develop a plan for implementation of the stated goal.	Narrative is not included
<b>Narrative #2</b>	Explanation shows goal selected is appropriate for addressing the given curriculum issue. Narrative accurately and thoughtfully describes how the action plan makes use of backward design thinking and professional learning community model. It is clear that the designer understands and can intentionally apply principles of BD and PLC to develop a plan for implementation of the stated goal.	Explanation describes why goal was selected as appropriate for addressing the given curriculum issue. Narrative describes how the action plan makes use of backward design thinking and professional learning community model in general terms. Narrative shows that the designer can incorporate some important principles of BD and PLC to develop a plan for implementation of the stated goal.	Explanation does not adequately describe why goal was selected as appropriate for addressing the given curriculum issue and/or how the action plan makes use of backward design thinking and professional learning community model. Narrative shows limited capacity of the designer to apply principles of BD and PLC to develop a plan for implementation of the stated goal.	Narrative is not included

<b>Narrative #3</b>	Explanation shows goal selected is appropriate for addressing the given curriculum issue. Narrative accurately and thoughtfully describes how the action plan makes use of backward design thinking and professional learning community model. It is clear that the designer understands and can intentionally apply principles of BD and PLC to develop a plan for implementation of the stated goal.	Explanation describes why goal was selected as appropriate for addressing the given curriculum issue. Narrative describes how the action plan makes use of backward design thinking and professional learning community model in general terms. Narrative shows that the designer can incorporate some important principles of BD and PLC to develop a plan for implementation of the stated goal.	Explanation does not adequately describe why goal was selected as appropriate for addressing the given curriculum issue and/or how the action plan makes use of backward design thinking and PLC model. Narrative shows limited capacity of the designer to apply principles of BD and PLC to develop a plan for implementation of the stated goal.	Narrative is not included
<b>Data</b>	All plans incorporate targeted and effective use of data throughout implementation.	All plans incorporate appropriate use of data throughout implementation.	No all plans incorporate appropriate use of data throughout implementation	Data is not included
<b>Professional Development</b>	All plans incorporate targeted and effective use of professional development throughout implementation.	All plans incorporate appropriate use of professional development throughout implementation.	Not all plans incorporate appropriate use of professional development throughout implementation	PD is not included
<b>Instructional Leadership</b>	Role of the instructional leader is clearly and insightfully delineated throughout the plan. All plans incorporate effective change strategies throughout implementation	Role of the instructional leader is indicated throughout the plan All plans reflect general understanding of use of change strategies throughout implementation.	Role of the instructional leader is not indicated throughout the plan. Not all plans reflect general understanding of use of change strategies throughout implementation	Not included
<b>Format</b>	size 12, double spaced	Yes	Yes to one	Neither are included
<b>Grammar</b>	No grammar, usage, or mechanics errors occur. APA is followed.	1-2 errors	3 errors	4 or more errors

*Highlighted items are worth double*

### **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. Please address answers to these questions below.

- 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?
- What questions do you have?

**Due December 6, 2017 on Live Text**

**This rubric will be posted on Live Text.**

## **Additional Information – Loyola University SOE Statements**

### **IDEA Objectives:**

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

### **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:**

**2D)** 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.

## **Loyola University Chicago: School of Education Syllabus Addendum**

### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in Live Text. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### **LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

### **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

- You must register your LIVETEXT account. You must register with your **Loyola University Chicago email address** for this LIVETEXT account to work.

### **General Course Expectations**

Each member of this seminar must:

1. Attend all scheduled class sessions and actively participate in all activities. Any absence will result in a reduction of the specific percentage of attendance.
2. Submit all assignments according to specific due dates (Late submissions will not get full assigned credit).
3. Extend respect, courtesy, and support to peers, and their contributions to class.
4. Assess peers' proposals and offer constructive feedback.
5. Practice “accountable talk” during class discussions and collaborative activities.