ELPS 474
Curriculum and Instruction for Instructional Leaders
School of Education’s Conceptual Framework:
Our mission is social justice,
but our responsibility is social action through education.

TIMES & LOCATION
hybrid
Synchronous Meetings on Thursdays 5:30-6:45 pm via Zoom
January 21, 2021 - April 29, 2021

Instructor: Michelle Lia, EdD
Campus Office: Lewis Towers 601
Email: mlia@luc.edu
Phone: mobile: 773-680-6363
Zoom Room: 455 429 7503
Virtual Office Hours: Thursdays 4:30-5:30 or by appt
Responsiveness: Please expect to get a response within 24 hours M-F.
Class Mtgs: Thursdays 5:30-6:45 via Zoom

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura
Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.
The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**KEY COVID-19 Resources for your Spring – 2021 Return**
- Spring 2021 RETURN to CAMPUS Checklist
- Spring 2021 RETURN to CAMPUS Guidance
- Required Personal Safety Practices
- COVID-19 Testing and Reporting Protocol
- COVID-19 Campus Updates

**COURSE DESCRIPTION:**

The main purpose of this course is to enhance the current knowledge of instructional leaders about the essentials of curriculum and instruction, particularly mathematics and literacy instruction for principal preparation candidates, to support their preparation for coaching and leading teachers in preK-12 settings.

**LEARNING OUTCOMES:**
Upon completion of this course, candidates will know and understand how to do the following:
- Explain, create, and lead effective curriculum design and revision.
- Infuse curriculum with Catholic identity in Catholic schools.
- Justify the most important learning and design of curriculum aligned to standards.
- Create a professional learning plan to implement curriculum as instructional leaders.
- Analyze appropriate assessment tools and practices for preK-12.
- Analyze appropriate materials and resources for student learning particularly in literacy and mathematics in preK-12.
- For instructional leaders in preK-8 settings, recognize the use of essential instructional practices in literacy for all learners with an emphasis on “The Big Five” – comprehension, fluency, phonemic awareness, phonics, and vocabulary plus motivation, writing, and family involvement.
- Integrate essential literacy practices into all content areas and disciplines appropriately.
- Recognize the use of essential instructional practices in mathematics for all learners including reasoning and problem solving, use and connection to mathematical representations, meaningful mathematical discourse, purposeful questions, procedural fluency from conceptual understanding, productive struggle while learning, and evidence of student thinking. (National Council of Teachers of Mathematics (NCTM)’s Mathematics Teaching Practices)
- Lead faculty in professional learning to write and align curriculum and improve instruction.

**STUDENT PARTICIPATION**
Our weekly Zoom meetings will be focused on discussion and response to the content. Being present in this course will include being prepared by thoughtfully reading/viewing/listening material plus arriving to the Zoom meeting on time and ready to participate.
CLASS CONDUCT

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

LATE WORK

Late work is always accepted. Quality is better than punctuality when it comes to assignments. Please do not stay up all night to complete an assignment. Turn it in the next day or email the instructor for an extension and finish over the weekend.

All assignment due dates are flexible, but everything must be submitted by May 6 or we can work out a plan together for an Incomplete.

ABSENCES

Your health and the health of your family is of the utmost importance. Please contact the instructor if you are unable to attend class. An excused absence is allowed for your or a family member’s illness or emergency or a school emergency. Make-up assignments will be given at the instructor’s discretion. **Zoom meetings will not be recorded.**

REQUIRED TECHNOLOGY

This course requires that you have a device you can use for Zoom classes each week and also for accessing course material on Sakai, and reading, viewing, and listening and conducting your own research. **Zoom meetings will not be recorded.**

### Modules At a Glance

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Synchronous Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #1</td>
<td>Welcome!</td>
<td>January 21</td>
</tr>
<tr>
<td>Module #2</td>
<td>Curriculum: UDL, CRT, UbD</td>
<td>Jan 28, Feb 4, 11, 18</td>
</tr>
<tr>
<td>Module #3</td>
<td>Assessment, Feedback, and Grading</td>
<td>Feb 25, Mar 4, 11</td>
</tr>
<tr>
<td>Module #4</td>
<td>Instruction: Literacy</td>
<td>Mar 18, April 8</td>
</tr>
<tr>
<td>Module #5</td>
<td>Instruction: Math</td>
<td>April 15, 22</td>
</tr>
<tr>
<td>Module #6</td>
<td>Leading It All</td>
<td>April 29</td>
</tr>
</tbody>
</table>
FIVE TEXTS

FOUR REQUIRED - three free; note the editions
(NOTE: We will not read every chapter of every book.)


6. **Free-Choice TEXT**: Choose one book about instruction. It can be any content, from this list, or of your own choosing. Don’t see a title you like and want help? Email me.

Books highlighted in yellow: FREE EBOOK AVAILABLE at LUC Libraries - just sign in with your luc.edu email. Go to luc.edu and search LINKS for Libraries, or go to libraries.luc.edu.
ASSIGNMENTS (be sure to see hyperlinks for rubrics and full details)

- Due at midnight of the due date unless otherwise noted.
- Submitted to Sakai

Participation
Participation will be assessed at the end of each module using the Participation Rubric. Dispositions will be assessed at the end of the course using this dispositions rubric. Participation includes our Zoom meetings and your Blog posts.

Assignment #1: Choose a Curriculum Project (50 pts.)
Choose or propose a curriculum project:
(1) curriculum audit (using the template provided) by investigating the current status of curriculum and create short and long term goals for your grade level/department or school
OR (2) create a year-long plan/curriculum map for one content area for one grade level/class period
OR (3) use the Understanding by Design template and spend 2.5 hours to begin a unit plan
OR (4) propose another curriculum project that would benefit your current school.

Assignment #2: Classroom Walk Through (30 pts)
1. Use a checklist of your choice (samples provided in Sakai in Resources > Module #3 > Walk-Through Checklists).
2. Go to a trusted colleague’s classroom - actual or virtual - and observe a literacy or math lesson if you are a Principal Prep candidate. Start a new blog labeled, “Math Walk Through,” “Literacy Walk Through,” or “Classroom Walk Through.”
3. Respond to the following four prompts in your blog post: (1) what I saw, (2) what I didn’t see, (3) I wonder…., (4) I think...

Assignment #3: Professional Learning Plan (50 pts.)
Write a professional learning plan (a PD Plan) for one year for a school or department/grade level. The plan must include a table with topics, dates and meeting objectives for each topic, a short presentation to introduce the plan to faculty and administration, samples of products if any, a timeline, and one sample agenda. This plan could address the findings of the curriculum audit if you choose that curriculum project.

Assignment #4: Create a Padlet, Jamboard, or one pager for Your Free-Choice Book (30 pts)
Prepare a Padlet, Jamboard, or a similar program or use Canva or Venngage or a similar site to create a one pager to “advertise” your free-choice book to your teachers: why you chose the book, a 100 wd or less summary, 3-5 takeaways, and 3-5 next steps/how you will apply what you learned as a leader. Each of you will get 3 minutes to share something about your book. (Here is an example of a one-pager.)

Assignment #5: Final Reflection (30 pts.)
Complete two SUMI reflections OR two responses to “I used to think...now I think... “for (1) Curriculum, Instruction (this includes literacy and math), and Assessment/Feedback/Grading and (2) Leading It All.
Possible Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>each module&lt;br&gt;participation grades will be uploaded by the Thursday after the module is complete</td>
<td>/16 per module</td>
</tr>
<tr>
<td>#1 Curriculum Project</td>
<td>Feb 25</td>
<td>/50</td>
</tr>
<tr>
<td>#2 Classroom Walk Through</td>
<td>March 18</td>
<td>/30</td>
</tr>
<tr>
<td>#3 PD Plan</td>
<td>April 8</td>
<td>/50</td>
</tr>
<tr>
<td>#4 Padlet/Jamboard or one-pager</td>
<td>Due April 29 at 5:30</td>
<td>/30</td>
</tr>
<tr>
<td>#5 Final Reflection</td>
<td>May 6</td>
<td>/30</td>
</tr>
</tbody>
</table>

*If you would like feedback on an assignment before you submit it officially to Sakai, send it via email to the instructor 48 hours prior to the due date via email. The instructor will review the assignment with the rubric and give feedback. If you are satisfied with the grade, that grade will be posted to Sakai.

**SCHOOL OF EDUCATION GRADING SCALE**

<table>
<thead>
<tr>
<th>Percent Range</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
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<tr>
<td>80% - 82%</td>
<td>B-</td>
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<tr>
<td>77% - 79%</td>
<td>C+</td>
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<tr>
<td>73% - 76%</td>
<td>C</td>
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<tr>
<td>70% - 72%</td>
<td>C-</td>
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<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>62% and Below</td>
<td>F</td>
</tr>
</tbody>
</table>
# TENTATIVE SCHEDULE FOR ELPS 474

*All weekly readings/videos/podcasts are found on Sakai.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Possible Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Jan 21</td>
<td>Module #1: Welcome!</td>
<td>Welcome to ELPS 474 video</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Syllabus</td>
</tr>
<tr>
<td>#2 Jan 28</td>
<td>Module #2: Universal Design</td>
<td>What is backward design?</td>
<td>Why use backward design?</td>
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<td></td>
<td>For Learning and Culturally</td>
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<tr>
<td></td>
<td>Sustaining Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3 Feb 4</td>
<td>Module #2</td>
<td>Backward design tools</td>
<td></td>
</tr>
<tr>
<td>#4 Feb 11</td>
<td>Module #2</td>
<td>UDL and DI</td>
<td></td>
</tr>
<tr>
<td>#5 Feb 18</td>
<td>Module #2</td>
<td>Culturally Sustaining Pedagogy</td>
<td></td>
</tr>
<tr>
<td>#6 Feb 25</td>
<td>Module #3: Assessment, Feedback,</td>
<td>Assessments to guide instruction</td>
<td>Curriculum</td>
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<tr>
<td></td>
<td>&amp; Grading</td>
<td></td>
<td>Project due</td>
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<tr>
<td>#7 March 4</td>
<td>Module #3</td>
<td>Assessment vs. feedback vs. grading</td>
<td></td>
</tr>
<tr>
<td>#8 March 11</td>
<td>Module #3</td>
<td>Grading</td>
<td></td>
</tr>
<tr>
<td>#9 March 18</td>
<td>Module #4: Literacy</td>
<td>What’s essential in literacy instruction?</td>
<td>Walk Through due</td>
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<tr>
<td></td>
<td></td>
<td>What are the foundations of literacy?</td>
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<tr>
<td>0 March 25</td>
<td>No Synchronous Class - read</td>
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<tr>
<td></td>
<td>free-choice book, work on</td>
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<tr>
<td></td>
<td>assignments</td>
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<tr>
<td>#11 April 1</td>
<td>Holy Thursday - Loyola closed</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>#12 April 8</td>
<td>Module #4: Literacy</td>
<td>Literacy in all content areas</td>
<td>PD Plan due</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Topic</td>
<td>Activity/Details</td>
</tr>
<tr>
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<tr>
<td>#13 April 15</td>
<td>Module #5: Math</td>
<td>productive struggle while learning math talks</td>
<td></td>
</tr>
<tr>
<td>#14 April 22</td>
<td>Module #5: Math</td>
<td>Standards of Mathematical Practice</td>
<td></td>
</tr>
<tr>
<td>#15 April 29</td>
<td>Module #6 Leading It All</td>
<td>Aligning, revising, maintaining curriculum Best Practices in PD Planning Instructional Coaching</td>
<td>Assignment #4 due by 5:30 pm</td>
</tr>
</tbody>
</table>

May 6th: ALL ASSIGNMENTS DUE by 11:59 pm including final reflection
Course Standards

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Loyola University Chicago
Policies and Syllabus Requirements

NATIONAL STANDARDS AND BENCHMARKS OF EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (NSBECS)

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.

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.

CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.
CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

The Interstate School Leaders Licensure Consortium (ISLLC) STANDARDS (2008):
**ISLLC Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-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).

**ISLLC 4:** An education leader promotes the success of every student by collaborating with faculty and community interests and needs, mobilizing community resources (Functions A-D).
School of Education Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

The School of Education’s Conceptual Framework: Our mission is social justice, but our responsibility is social action through education.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates 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 ethically and socially just practices.

All four CFS are addressed in this course.

Dispositions: Inquiry, Social Justice, and Professionalism

Participation will directly assess these three dispositions, but be sure that your writing, in-class participation, online participation, and interaction at schools with all stakeholders always reflect these three dispositions. See rubric here.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.
The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback. Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The four SmartEval objectives for ELPS 474:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, 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
- Learning to apply knowledge and skills to benefit others or serve the public good

**Dispositions**

All students are assessed on three 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 LiveText. 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** (ELPS 474 does NOT have any LiveText assessments.)

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](http://example.com). ELPS 474 does NOT have any LiveText assessments.

**Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.**
**Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**STUDENT SUPPORT**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

Center for Student Access and Assistance (CSAA)

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Syllabus Addendum Link

https://www.luc.edu/education/studentlife/resources/syllabi/
School of Education Syllabus Requirement: Land Acknowledgement
Loyola University Chicago Land Acknowledgement Statement

Below you will find the University’s land acknowledgment statement, which recognizes that Loyola is a beneficiary of the United States’ settler colonial history. Noting that Chicago has the third largest urban Indigenous population in the country, this land acknowledgement should serve as a grounding point for our shared obligation to learn about our local Native communities as well as how to support Native youth’s success and well-being. You can find more information and resources here.

The Loyola community occupies the ancestral homelands of the people of the Council of Three Fires, an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000.

This historical relationship is not innocuous. The 1833 Treaty of Chicago forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.