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  online May 24, 2021 - July 2, 2021
SYNCHRONOUS ZOOM MEETINGS one hour each on June 1 and 16 at 4:30MDT  5:30CDT  6:30EDT

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: by appt
Responsiveness: Please expect to get a response within 24 hours M-F.

COURSE DESCRIPTION:
The main purpose of this course is to enhance the current knowledge of instructional leaders about the essentials of curriculum and instruction 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 comprehensive professional learning plan using data.
● Analyze appropriate assessment tools and practices for preK-12.
● Analyze appropriate materials and resources for student learning.
● Analyze the integration of essential literacy practices including in content areas and disciplines
● Recognize the use of essential instructional practices in content areas.
● Lead faculty in professional learning to write and align curriculum and improve instruction.
● Investigate content-area coaching.
STUDENT PARTICIPATION
Being present in this course will include being prepared by thoughtfully reading/viewing/listening content.

Participation will occur in forums and blogs on Sakai, responding to the content and to classmates. In addition, you will respond to your classmates in regard to your summer project.

Zoom meetings will be focused on discussion and response to the content.

CLASS CONDUCT
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Another aspect of Jesuit education is cura personalis, or care for the person. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, (2) using evidence to support your responses, (3) assuming positive intent, and (4) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

DIVERSITY and INCLUSION
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. (citation: University of Iowa College of Education, https://education.uiowa.edu/coe-policies/syllabus-checklist)

While this is my intent, I know I will make mistakes.

LATE WORK
Late work is always accepted unless submitted after grades are due (July 4). 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 July 1 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 to the classwork in forums and blogs. An excused absence is allowed for you or a family member's illness or emergency or a school emergency. Make-up assignments will be given at the instructor's discretion. Any Zoom meetings will not be recorded.

REQUIRED TECHNOLOGY
This course requires that you have a device you can use for accessing course material on Sakai, and reading, viewing, and listening and conducting your own research. Technology is also needed for any Zoom meetings. Zoom meetings will not be recorded.
## Modules At a Glance

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Module #1</td>
<td>Welcome! Curriculum Backward Design, UDL, Equity</td>
<td>May 24-June 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module closes June 6 at midnight</td>
</tr>
<tr>
<td>Module #2</td>
<td>Assessment, Feedback, and Grading</td>
<td>June 4-June 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module closes June 13 at midnight</td>
</tr>
<tr>
<td>Module #3</td>
<td>Instruction Culturally Sustaining Pedagogy, Inclusion</td>
<td>June 11-June 25</td>
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<tr>
<td></td>
<td></td>
<td>Module closes June 27 at midnight</td>
</tr>
<tr>
<td>Module #4</td>
<td>Content-Area Coaching How to Lead Change</td>
<td>June 25-July 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module closes July 2 at midnight</td>
</tr>
</tbody>
</table>

## COURSE TEXTS

**FIVE REQUIRED - four free; note the edition of the Wormeli book**  
*(NOTE: We will not read every chapter of every book.)*

   https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6331818

*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.*

### OPTIONAL TEXT
For this six-week course, you will be asked to build your own assessment. The goal is to customize what you need for your school, your PLC, team, or department.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>1. Curriculum</th>
<th>2. Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>● audit of curriculum, program, etc. (template provided through the hyperlink)</td>
<td>● Analyze and provide recommendations for a lesson plan using the UDL progression rubric, this makeovers resource, or other resources you have gleaned this summer. Use Google to add comments citing what changes you would make and why. (rubric)</td>
</tr>
<tr>
<td>● create a year-long plan/curriculum map for one content area for one grade level/class period</td>
<td>● Analyze then rewrite an existing lesson to adapt it to be a UDL lesson. Use Katie Novak’s UDL Progression Rubric and this makeovers resource as a guide. (rubric)</td>
</tr>
<tr>
<td>● begin a unit plan that applies UDL, culturally sustaining pedagogy, etc. (spend 2.5 hours)</td>
<td>● Apply UDL or culturally sustaining pedagogy to analyze and provide feedback on a unit*: Share a Google doc of a completed unit and use the comment feature to provide feedback. The comments should cite why you are making the changes: “Having only an essay as the evidence of learning is a barrier, so I am adding the choice of recording the response.” OR “Using one text that was written 100 years ago isn’t culturally sustaining, so I am going to add these two other texts so students can compare.” (spend 2.5 hours - you can do this for more than one unit to get to 2.5 hrs if needed) *can apply to a completed unit or a completed year-long plan. rubric</td>
</tr>
<tr>
<td>● Apply UDL or culturally sustaining pedagogy to analyze and provide feedback on a unit*: Share a Google doc of a completed unit and use the comment feature to provide feedback. The comments should cite why you are making the changes: “Having only an essay as the evidence of learning is a barrier, so I am adding the choice of recording the response.” OR “Using one text that was written 100 years ago isn’t culturally sustaining, so I am going to add these two other texts so students can compare.” (spend 2.5 hours - you can do this for more than one unit to get to 2.5 hrs if needed) *can apply to a completed unit or a completed year-long plan. rubric</td>
<td>● Revise a unit to apply UDL and culturally sustaining pedagogy.</td>
</tr>
<tr>
<td>● Revise or write a rubric, checklist, or grading criteria that applies UDL, culturally sustaining pedagogy, etc. (rubric)</td>
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</tr>
</tbody>
</table>

3. Assessment, Grading, Feedback

**Professional Learning**
- audit of an assessment, final exam, common assessment, etc. (template provided through the hyperlink)
- **Create an assessment plan** including universal screener using this [template](#) or something similar. ([grade 6-12 example - bullets](#)) ([K-8 example -table](#))
- **Create a common assessment** for a course or content
- **Create a proposal** for the use of standards-based grading at your school - this could be a written like a professional memo; a narrated slide presentation; a recorded “speech”
- **Analyze and give feedback on an existing assessment**, then use comments feature to recommend revisions to the assessment based on UDL, culturally sustaining pedagogy, etc.

This will bring the other three categories together:
How will you propose this to the faculty?
How will you lead? What is the plan to lead?
What is the timeline?

**Professional Learning Plan #1**

OR

The data from this course validate what we were already doing, so here is a skeleton of the slides for the first session. **Professional Learning Plan #2**

OR

Create a professional learning plan for family engagement ([resource](#))

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**Assessment of 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 Forums and Blog posts.

*If you cannot attend the synchronous Zoom meetings, please complete a blog for each session answering the discussion questions. (Start a blog labeled with the date, paste the questions from Sakai, and then answer them.)*

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**Check-in Dates and Due Dates**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Check-In: What four assignments will you choose to complete for the assessment? <a href="#">Google form</a></td>
<td>June 3</td>
<td>/10</td>
</tr>
<tr>
<td>#2 Check-In: Share progress - should be 50% complete In Sakai, upload the assignments and write a short note about your progress.</td>
<td>June 10</td>
<td>/10</td>
</tr>
</tbody>
</table>
#3 Check-In: Share progress - should be 75% complete
In Sakai, upload the assignments and write a short note about your progress.

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Due</td>
<td>July 2</td>
<td>/70</td>
</tr>
<tr>
<td>Participation</td>
<td>each module per module /16</td>
<td></td>
</tr>
<tr>
<td>Final Reflection</td>
<td>July 2</td>
<td>/30</td>
</tr>
</tbody>
</table>

**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>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<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>
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</tbody>
</table>
School of Education Commitment - COVID-19:

Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 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 Summer – 2021 Return
RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

Course Standards

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).

### Loyola University Chicago

#### School of Education

#### Syllabus Requirements

**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.

Loyola University Chicago  
School of Education  
Syllabus Addendum

**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 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 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](https://www.luc.edu/education/academics/syllabi/). ELPS 474 does NOT have any LiveText assessments.

**Syllabus Addendum Link**

- [https://www.luc.edu/education/academics/syllabi/](https://www.luc.edu/education/academics/syllabi/)

**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](https://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/).

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**Syllabus Addendum Link**

https://www.luc.edu/education/academics/syllabi/

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**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.