Shaping Tomorrow: Ideas to Action

Teacher Leadership MEd

http://louisville.edu/graduatecatalog/programs/degree-programs/academic/ge/LEADMED/

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September, 2015
University of Louisville
College of Education and Human Development
Program Review Documents
For
Kentucky Education Professional Standards Board

Date Submitted:  September 2015

Signature:  
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Relationship to Conceptual Framework

The Teacher Leadership Master’s program is designed with the CEHD Conceptual Framework *Shaping Tomorrow: Ideas to Action*, at its core. Like the Guidelines for the Teacher Leadership Program, the CEHD Conceptual Framework identifies the need for practitioners to be able to interpret and use data, engage in continuous improvement, and become leaders for the benefit of all learners. The UofL Teacher Leadership Master’s program provides multiple experiences for candidates to learn in collaboration with colleagues, students, and local and professional communities. In this section, an overview of *Shaping Tomorrow: Ideas to Action* is presented in the table below. Each element is then discussed, delineating many of the experiences and outcomes expected of our Teacher Leader candidates within the Master’s program as it pertains to that construct.

*Shaping Tomorrow: Ideas to Action* Constructs.

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<td>Exhibits a disposition to inform practice through inquiry and reflection</td>
<td>Exhibits a disposition to improve practice through information, knowledge, and understanding</td>
<td>Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference</td>
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“Shaping Tomorrow: Ideas to Action” was developed by a College-wide committee in 2005. This committee was charged with creating a framework that reflected the vision and mission of the College of Education and Human Development (CEHD) and aligned with the University of Louisville Quality Enhancement Plan (QEP). In 2013, faculty within CEHD revisited relevant research, the vision and mission of the College, and the vision and mission of the University. They carefully considered to what extent the Conceptual Framework aligned with the College vision to “respond to the needs of our constituents, including school districts, local agencies, and organizations that seek to advance education and human development.” One of these identified needs included ensuring that all students have access to 21st century technology. Slight revisions were made in 2014; however, the three constructs remained intact as they continue to capture the mission and vision of the CEHD (http://louisville.edu/education/about).
Dr. Lee S. Shulman, 2006 winner of the Grawemeyer Award in Education, and President of the Carnegie Foundation for the Advancement of Teaching, has described teaching and learning as *how to teach* processes of learning, knowing, and understanding. Integral to these experiences is the attainment not only of pedagogical and content knowledge but also an awareness of teaching’s moral obligations—that is, service to both society and community (Shulman, 2006). In his official Grawemeyer address, he stated that, in professions like teaching (as in medicine, nursing, law, divinity, or engineering), mere comprehension is not enough. One must also learn how to apply knowledge and skills through ethical, responsible practice and public performance—in short, one must learn how to act in the world. It is through such habitual activities that professional identity, integrity, commitment, and character are formed. Knowing the ends, purposes, values, and philosophical and historical foundations of the discipline are inherent to understanding that teaching occurs at the crossroads of complex disciplines interacting with diverse and complex learners.

The Departments of Early Childhood and Elementary Education, Middle and Secondary Education, and Special Education within the College of Education and Human Development is dedicated to preparing candidates that reflect the Conceptual Framework Constructs as Critical Thinkers, Problem Solvers, and Professional Leaders, encouraging candidates to think of teaching and learning as processes through which social justice can be actualized. This way of thinking and approach to teaching begins early in the program. Candidates are expected to participate as members of a community of learners to plan instruction that meets the needs of all learners. Continuing through their final course, candidates implement leadership skills to impact student learning.

The Master of Education (M.Ed.) in Teacher Leadership program at the University of Louisville (UofL) is a Rank II program for certified teacher candidates who may wish to “add-on” Endorsements in Classroom Reading, ESL, Gifted & Talented, Instructional Technology, P-5 Math Specialist, or Special Education. The teacher candidate may complete this 30-hour graduate program through a combination of traditional “face-to-face” and Distance Education (DE) coursework. For example, courses for the Instructional Technology Endorsement can be taken synchronously with the face-to-face option—students have expressed repeated appreciation for this option. The Educational Research course (EDAP/EDSP 639) may be taken either “face-to face” or via DE. Our program continues to add more online courses to accommodate a variety of graduate student needs and is focusing efforts to migrate the five core courses to an online format in the near future.

Teacher Leadership candidates are challenged to view teaching as a practice nested within professional, school, and local communities. These aims are apparent in the core courses that frame the Teacher Leadership program, that is, 5 courses designed by CEHD faculty using the Conceptual Framework Constructs as guidance to deepen and broaden classroom teachers’ repertoire of teaching and learning. Briefly, they are:

1. EDAP 637: Using Assessment to Improve Student Achievement
This course is designed for in-service teachers to learn best practices for using assessment to improve teaching, learning, and student achievement. This course contributes to a knowledge base that enables realization of the democratic ideal by focusing attention on the moral, intellectual, and technological aspects and issues of using assessment to guide instruction that closes achievement gaps in diverse, 21st-century classrooms.

2. EDAP 638: Instructional Strategies for Diverse Learners
This course, designed for in-service teachers to learn differentiated, culturally relevant, research-based instructional strategies that improve student achievement for diverse learners in the 21st century. This course contributes to a knowledge base that enables realization of the democratic ideal by focusing attention on the moral, intellectual, and technological aspects and issues of using assessment to guide instruction that closes achievement gaps in diverse, 21st-century classrooms.

3. EDAP/EDSP 639: Education Research in the P-12 Setting
This course is designed to provide a broad view of research in education relative to methodology and current research efforts in the field. Important consideration is given to the understanding of research designs as well as preparation to be an informed consumer of research.

4. EDAP 677: Developing Collaborative Groups: Facilitating, Coaching & Mentoring
The purpose of this course is to support teachers in developing the knowledge, skills, and dispositions needed for teachers to enhance effective practice and collegial relationships in school settings. The course will examine many critical areas including: current research in peer support; adult learning theory; cultural proficiency in coaching and mentoring; role of mediation; developing and maintaining trust; communication, observation, and listening skills.

5. EDAP 681: Teacher Leadership in Practice
The purpose of this course is to support teachers in developing the knowledge, skills, and dispositions needed to be a teacher leader in their classrooms and schools. The course will examine the importance of teacher leadership, models of leading for change, the design and delivery of effective professional development, and the construction of an action research project to impact student achievement.

In addition to these required core courses, candidates have the flexibility to deepen their content knowledge by taking courses in the College of Arts & Sciences. Some suggestions are provided here, but there are many possibilities. A highlight of our program is its flexibility that allows the graduate student many options to pursue individual professional growth goals.

<table>
<thead>
<tr>
<th>Options for Concentrations within the M.Ed. Teacher Leadership Program</th>
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<tbody>
<tr>
<td>PreK-12 Education:</td>
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<td>Elementary Education</td>
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<td>English as a Second Language</td>
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The Certificate in Diversity Literacy will provide a unique opportunity for students who have already earned bachelor’s degrees to enhance their knowledge and skills of the theory and practice of inclusion and equity, including what diversity means, what its personal and social effects are, and how it shapes lives, workplaces, and pedagogy. This knowledge base and skill set will allow, for example, educators to become more inclusive in their pedagogy … [and gain a] better understanding their cultural assumptions and those of their employees. http://louisville.edu/philosophy/graduate-programs/copy_of_diversity-literacy-certificate

Providing our graduate candidates with the opportunity to enhance their awareness and sensitivity to their diverse student body encountered in their teaching demonstrates how the M.Ed. Teacher Leadership program continues to broaden our students’ capabilities to provide excellent leadership in their schools/districts. This particular program is independent of the M.Ed. and is a collaboration between CEHD and the College of Arts & Sciences in terms of delivery. The evaluation of that program remains with the local JCPS School District.

Application of Conceptual Framework Constructs

Throughout their program, Teacher Leadership candidates continuously develop more complex perspectives of social justice in action as they gain experiences and opportunities through coursework, particularly those related to teaching in their area of specialization. Teacher Leadership candidates link these perspectives directly to teaching within the contexts of their classrooms, schools, and communities.

The connection between the Teacher Leadership Master’s program and elements of the Conceptual Framework is described here.

Construct I

Conceptual Framework Construct I: Inquiry

Inquiry skills can be defined as “seeking knowledge to solve problems and to achieve goals” (Kuhn, 2005, p.5).

In the Teacher Leadership Master’s program, candidates will engage in Inquiry to further develop their knowledge base. Inquiry allows candidates to:
• develop their knowledge, skill, and dispositions in an area of specialization;
• expand their repertoire of planning, teaching, and applying assessment strategies that typify best practices;
• expand their knowledge and understanding about local school initiatives and state mandates, including the ways in which school contexts influence curriculum decisions;
• demonstrate knowledge of the relationship of components of the state assessment model and what role they play in learning and instruction of Kentucky Academic Standards
• more fully understand the effects of school reform, school-based change initiatives, and best practices on teaching and learning;
• identify potential teacher leadership roles and the knowledge and skills needed for them;
• use their inquiry, critical thinking and reflective skills through planning and implementing lessons and assessing student growth;
• commit to a process of discovering what knowledge is of enduring importance, why it is important, and how it can be acquired or constructed;
• collect data about their students’ learning and their teaching practice and examine their own practice through journal writing, reflection on lessons, and observations and continued professional development.

Construct I as Learned and Applied: Research
As Teacher Leadership candidates extend their understanding of best practices, they review valid and reliable research studies and initiate their own research with the expectation that they will begin contributing knowledge to the profession. Candidates will:

• identify appropriate research sources;
• critically read and analyze research results;
• infer implications from findings for future planning;
• develop knowledge and skill in conducting action research;
• conduct literature searches, formalize inquiries, and reflect the results of research in their own practice.

Construct I as Reflected in Candidates: Critical Thinkers
Teacher Leadership candidates will be expected to demonstrate critical thinking in their coursework and practice by using what they have learned to form plans for further inquiry and growth. Candidates will:

• analyze student learning to identify strengths and areas for professional growth with respect to their teaching;
• monitor and reflect upon their teaching, adjusting objectives and activities as needed;
• reflect on methods of instruction for the purpose of personal and professional growth;
• engage in learner-centered planning;
• differentiate lessons, developing strategies and resources to acknowledge the worth, value, and needs of diverse student populations in classrooms;
• demonstrate skill in pedagogy and in creating supportive learning environments that sustain social support for students’ academic learning;
• demonstrate skill in using new technologies and in planning ways to integrate technologies into learning situations;
• demonstrate evidence of meeting the Kentucky Teacher Standards through completion of Hallmark Assessment Tasks;
• plan and conduct an action research project demonstrating leadership that directly impacts student achievement;
• demonstrate teacher leadership accomplishments through reflection and evidence.

Construct II

Conceptual Framework Construct II: Action

*Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. ... In the end, inspired teaching keeps the flame of scholarship alive (Boyer, 1990, p. 24).*

Teacher Leadership candidates will take ideas from coursework and readings and put them into action. Candidates will:

• develop an awareness of and become more knowledgeable about teaching within a culturally diverse and democratic society;
• construct curricular and instructional materials that account for students’ ethnicity, culture, social class, gender, language, multiple intelligences and differences in learning style, and special needs;
• design and implement instructional strategies appropriate for teaching in a culturally diverse and democratic society;
• assume a leadership role in their school, district, or professional organization;
• design and implement an action research project to improve student performance;
• pursue in-depth study of an area of emphasis and demonstrate its application in practice;
• explore and practice the applications and implications of new technologies for personal and educational use.

Language about collaborating school districts by education faculty

Partnerships and Collaborations is one of the five interrelated strategic areas the University of Louisville states in its mission statement. CEHD’s implementation of Partnership and Collaboration manifests itself through our agreement with the local Jefferson County Public Schools (JCPS). “Our students are challenged to test the knowledge they acquire through public performance, to share what they have learned with peers and professors (Shulman, 2006), and to apply this knowledge in multiple settings. Through the action of testing their knowledge in applied contexts each student
is capable of becoming a teacher for many” (CF CEHD, 2014, p. 11). Our work is “to enhance the quality of life and economic opportunity for residents of West Louisville. Our signature partnerships aim to eliminate disparities in education, health, economic development, and human/social services within the urban core through hands-on engagement in five schools in West Louisville” (CF, p. 12-13). T&L Faculty hold classes for our undergraduate, MAT, and graduate candidates in all of these partnership schools as well as many others, thus we practice what we profess; that is, the education faculty fundamentally understands the value of having teachers realize a direct connection between theory and practice with substantial emphasis on practice in the workplace.

The CEHD has a strong focus on collaboration, The Teacher Leadership Master’s Program continues a strong collaborative partnership with the UofL College of Arts and Sciences faculty [see University Educator Preparation Committee (UPEC) website at http://louisville.edu/education/uepc and practitioners from Jefferson County Public Schools (JCPS) and the Ohio Valley Educational Cooperative (OVEC). (See Appendix E: Examples of Agreements with UofL CEHD Partners.) JCPS is a highly diverse suburban and urban district serving approximately 100,000 students and OVEC includes fourteen rural school districts that surround Jefferson County. The Teacher Leadership Master Program has continued to thrive with regular program meetings under the CEHD Nystrand Center of Excellence in Education and the Teacher Leadership team, The Nystrand Center of Excellence in Education (http://louisville.edu/education/centers/nystrand/about), which is one of five Commonwealth Centers of Excellence and the only one in education, has as its purpose to develop, implement, and study collaborative efforts to improve teaching. It houses a number of collaborative state and local initiatives such as the Kentucky Reading Project, the Louisville Writing Project, the Kentucky Principals Academy, the Office of Civic Education, the JCPS Signature Partnership Initiative, and the OVEC/UofL Partnership for School Improvement. (See Appendix F: Nystrand Center of Excellence in Education Collaboration Brochure.)

**Construct II as Learned and Applied: Practice**

Teacher Leadership candidates are expected to implement ideas and practices they have encountered during their coursework. Candidates are expected to demonstrate the ability to:

- design and implement instruction appropriate for teaching within a culturally diverse and democratic society;
- teach diverse students in a manner that reflects a depth and breadth of content knowledge;
- design and implement instructional strategies that create a learning environment to support students’ academic success;
- design, implement, and analyze appropriate assessment plans;
- collaborate with colleagues, parents, and others to improve student learning;
- use new technologies in planning and in engaging students in learning;
- lead the classroom, team, school, and/or district.
**Construct II as Reflected in Candidates: Problem Solvers**
Teacher Leadership candidates are asked to adopt a problem-solving perspective with respect to their practice through the development of an action research proposal in an early program course (EDSP 639/EDAP 639) and then implement an action research project by the conclusion of the program (EDAP 681). These program experiences enable candidates to demonstrate their ability to:

- identify a problem within their teaching context;
- design a study with methods appropriate for gathering data to address research questions and the identified problem;
- analyze data and interpret results;
- infer implications for future teaching practice and further research findings

**Construct III**

**Conceptual Framework Construct III: Advocacy**

*What is the purpose of schooling, what is the role of public education in a democratic society, and what historically has been the role of schooling in maintaining or changing the economic and social structure of society?* (Cochran-Smith, 2004, p. 144).

Teacher Leadership candidates are challenged to use their knowledge and skills to improve the lives of their students and reciprocally, the lives of students’ parents and the larger community. Candidates will be prepared to advocate when they:

- engage in informed discussion and debate on issues of concern to the profession;
- take informed stands on issues of concern to the profession;
- collaborate with parents, community organizations, school personnel, and resource staff to improve educational opportunities for students;
- consider and evaluate issues of race, ethnicity, culture, gender, sexual orientation, class, language ability, special needs and exceptionalities, as well as different learning styles and intelligences as they impact student learning;
- respond constructively to socio-cultural differences and to socio-political contexts in urban and rural settings with the goal of ably serving diverse learners in culturally and linguistically responsive ways;
- collaborate with colleagues to plan for student achievement;
- participate in, plan, and provide effective professional development activities.

**Construct III as Learned and Applied: Service**
Within specialized courses Teacher Leadership candidates have the opportunity to work with students, each other, and community members in a variety of ways. Examples from Level II Concentrations include working directly with:

- engage students primarily from our Signature Partnership schools in summer reading initiatives;
• students and teachers join together in a summer math-writing-technology camp/workshop;
• teachers in a summer science camp are introduced to the many resources available at the Louisville Zoo;
• collaboratively designing professional development activities to achieve common goals with our Signature Partnership Schools’ principals and faculty leaders;
• community organizations such as the Frazier Historical Museum, Louisville Science Center, Newcomers Center in JCPS, and other initiatives as needs and causes arise that benefit students and their families.

In addition, all Teacher Leader candidates will participate in an Equity & Diversity Audit as part of the course EDAP 638 Instructional Strategies for Diverse Learners. In this experience, Teacher Leader candidates will:

• spend 15 hours working with diverse students in a community center in an after school setting;
• use artifacts and evidence to document impact on student learning;
• reflect on impact on professional growth and change in practices.

Construct III as Reflected in Candidates: Professional Leaders
Developing teacher leadership knowledge and skills is the purpose of this Master program. Teacher Leadership candidates are expected to be visible leaders within their school communities and/or professional organizations and to assume appropriate and available leadership roles. Assignments and assessments across the program, and particularly in Level III target professional leadership. Candidates can demonstrate their ability to:

• be a valuable and contributing member or leader of a professional learning community;
• lead efforts to effectively teach students who are culturally or linguistically diverse;
• incorporate appropriate research-based practices;
• coach colleagues to develop best practices with a focus on social justice;
• critically read and evaluate research in an area of interest;
• contribute to the profession through their action research projects;
• initiate and develop professional development initiatives within their schools and/or professional organizations;
• write and speak effectively and professionally.

The Relationship of the Program with the Unit’s Continuous Assessment Plan
The College of Education and Human Development (CEHD) has defined three continuous assessment plan transition points for monitoring candidates through advanced programs. Advanced Programs are represented in CARDS 4-6 of the
Continuous Assessment Record and Documentation System (CARDS). The CEHD assessment system collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

**CARDS 4, 5, and 6** for the endorsement program are aligned with all other stand-alone endorsements in the CEHD. All paperwork is online to make enrollment, midpoint, and exit efficient for both candidates and advisors, and to be able to collect data across the program for program development and refinement.

Teacher Leadership Endorsement Only candidates may apply to the EPSB for this endorsement upon finishing the Teacher Leadership Core coursework.

Teacher Leaders should be highly qualified in their chosen specialized area and have varied opportunities to develop their expertise through their advanced study. At Level II, candidates may choose a specialization that allows them to deepen their content knowledge. Some of these lead to an Endorsement, for instance, English as a Second Language (ESL), Gifted & Talented, Instructional Technology, P-5 Elementary Math Specialist, Classroom Reading or, the candidate may choose to pursue a series of courses for an Arts & Sciences Content Certificate--examples of these are Pan-African Studies, Women & Gender Studies, Public History, Asian Studies, Latin American and Latino Studies. Candidates may also use their Level II specialization to add a certification (e.g., adding on middle school science to a P-5 Teaching Certificate).

Progress is monitored through LiveText™. Candidate’s aggregate data are reviewed twice each academic year, once for an internal audit of achievements on goals laid out in the Student Learning Outcomes (SLO) reports; and annually when reporting to the university Provost.

**CARDS 4 Entry Point**

Critical thinking about leadership will begin at the point of entry to the program. Advanced program admission is based on university graduate requirements with additional program requirements (see CARDS chart). Graduate applicants have a suggested minimum cumulative GPA of 2.75, otherwise the candidate may submit testing data to support their proficiency, or take the GRE. Candidates submit a signed Acceptable Use of Technology Agreement, Professional Code of Ethics for Kentucky School Personnel form, Statement of Understanding of Admissions Guidelines, and Statement of Understanding of Dispositions. Two letters of recommendation are also required.

The program will be comprised of a 15-hour Teacher Leadership Core, at least 12-15 hours of a Specialty or Content Area based on candidate needs, and possibly a 3-hour elective, for a total of 30-hours. Upon admittance to the Teacher Leadership program, a faculty advisor is assigned to the graduate student who typically is a content specialist, i.e., math or science professor, or instructor in one of our Endorsement programs. These faculty advisors play a critical role in supporting and advising candidates throughout their program. CEHD remains committed to developing and maintaining a personalized approach to our master’s program. We want our students to know us, for
us to know them thus maximizing their studies to gain professional and personal satisfaction. Soon after admission, typically within the first semester, the faculty advisor meets with the teacher leader candidate and together they carefully design the 30-hour program sheet to guide and provide the best learning opportunities. These faculty advisors are available for meetings and sharing university support services throughout the graduate candidate’s program.

Assessment at Point of Entry to the Teacher Leadership Master Program

**CARDS 4: Assessment at the Point of Entry/Admission to the Program**

<table>
<thead>
<tr>
<th>Application Criteria:</th>
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<tbody>
<tr>
<td>1) Graduate School Admission Application</td>
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<tr>
<td>2) Two Letters of Recommendation</td>
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<tr>
<td>3) Personal Statement</td>
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<tr>
<td>4) Set of signed statements on Technology, Code of Ethics, Understanding Admissions and Dispositions</td>
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<tr>
<td>5) Teaching Certification or Statement of Eligibility</td>
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<table>
<thead>
<tr>
<th>Assessments:</th>
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<tbody>
<tr>
<td>6) Program sheet based on candidate self-assessment and professional growth plan discussed with and signed by the advisor.</td>
</tr>
<tr>
<td>7) Rubrics for Advanced Candidates applied:</td>
</tr>
<tr>
<td>- Ideas to Action Holistic Construct Rubric</td>
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<tr>
<td>- Ideas to Action Unit Dispositions Rubric</td>
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<td>- UofL Communication Rubric</td>
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**CARDS 5 Transition Point**

Hallmark Assessments are currently used for ongoing candidate assessment in every CEHD course in the M.Ed. Each Hallmark Assessment Task (HAT) is defined with a purpose, process, and product, and an assessment rubric that is aligned with the appropriate professional standards (Kentucky Teacher Standards and University of Louisville CEHD Diversity Standards) and are used by faculty to assess each HAT. HATs are posted on LiveText™, an electronic tool used for monitoring data regarding standards met, and to gather data for Student Learning Outcome (SLO) reports as well as unit and university effectiveness reports.

At midpoint, the Teacher Leadership candidate will have posted all three Level I Hallmark Assessment Tasks in LiveText™. Candidates will document an Equity & Diversity Audit and a reflection of the experience. Candidates must maintain a cumulative GPA of 3.0 (suggested minimum) in graduate coursework.

**Ongoing Assessment and Assessment of Progress at Mid-point of Program**

**CARDS 5: Mid-Program Assessment and Assessment of Progress (after Level I coursework).**
Assessments:

1) Level I Leadership Hallmark Assessment Tasks for the following courses:
   - EDAP 637 Using Assessment to Improve Student Achievement
   - EDAP 638 Instructional Strategies for Diverse Learners
   - EDAP 639 Educational Research in a P-12 Setting

2) Documentation and Reflection on Equity & Diversity Audit

3) Rubrics for Advanced Candidates Applied – these are course-embedded:
   - Impact on P-12 Student Learning
   - Diversity Rubric
   - Planning Rubric
   - Ideas to Action Holistic Construct Rubric
   - Technology Rubric
   - Ideas to Action Unit Dispositions Rubric
   - Clinical Practice

The faculty who serve as Teacher Leadership advisors will maintain communication with the graduate candidate throughout their program through personal meetings or communicating via email on a semester basis—this method of personalized communication is practical for on-campus and on-line students. The advisor’s role will be primarily to ensure that the Teacher Leadership candidate is making satisfactory progress in the program and is on track to achieve the goals set at the beginning of the program and documented on the signed program sheet. Although candidates are not expected to achieve a “exemplary” rating on each rubric at the CARDS 5 midpoint, by the end of Level I Leadership courses and experiences they should be achieving at least a rating of “accomplished” in each rubric component. As with our undergraduate program, assistance plans may be put in place to help guide struggling students to achieve their highest level. Any concerns about a graduate candidate will be discussed among the candidate’s instructors and the advisor; the candidate will ideally be a part of any discussion where progress is a concern.

CARDS 6 Transition Point
At the point of exit, the faculty advisor will initiate a meeting (in-person or on-line) with the candidate to discuss the exiting criteria, graduation information, and steps to obtain certification for the Teacher Leadership endorsement and/or other endorsements or program certifications that have been successfully accomplished through the Level I, II and III leadership courses.

Assessment at Point of Exit of the Teacher Leadership Master Program

CARDS 6: Assessment at the Point of Exit

Assessments:

1) Level III Leadership Hallmark Assessment Tasks for the following courses:
   - EDAP 677 Developing Collaborative Groups: Facilitating, Coaching & Mentoring
EDAP 681 Teacher Leadership in Practice

2) Rubrics for Advanced Candidates Applied – these are course-embedded:
- Impact on P-12 Student Learning
- Diversity Rubric
- Planning Rubric
- Clinical Practice
- Technology Rubric
- Ideas to Action Unit Dispositions Rubric
- Ideas to Action Holistic Construct Rubric

Program Experiences & Brief Course Descriptions of Professional Courses

<table>
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<tr>
<th>University of Louisville Teacher Leadership Master of Education Program</th>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDAP 637</td>
<td>Using Assessment to Improve Student Achievement</td>
<td>Addresses knowledge and implementation of assessment concepts, methods of analyzing various types of student achievement data, and planning and implementation of appropriate instruction and interventions for diverse learners.</td>
<td></td>
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<tr>
<td>EDAP 638</td>
<td>Instructional Strategies for Diverse Learners</td>
<td>Investigation of differentiated, culturally relevant instructional strategies and materials to improve and manage instruction while integrating technology-enhanced practices to meet the needs of diverse learners in the 21st century.</td>
<td></td>
</tr>
<tr>
<td>EDAP 639</td>
<td>Instructional Strategies for Diverse Learners</td>
<td>Analysis of research in education relative to methodology and current research efforts in the field. Consideration given to understanding research design and being an informed consumer of research.</td>
<td></td>
</tr>
<tr>
<td>EDAP 677</td>
<td>Developing Collaborative Groups: Facilitating, Coaching and Mentoring</td>
<td>Addresses knowledge, skills, and dispositions for teachers to enhance effective practice with peers in schools. Develops evidence-based strategies to support reflective, self-directed teachers who positively impact student achievement.</td>
<td></td>
</tr>
<tr>
<td>EDAP 681</td>
<td>Teacher Leadership in Practice</td>
<td>Addresses knowledge, skills, and dispositions needed for teacher leaders in their classrooms and schools. Focus will be on development of teacher leadership skills and action research to increase student achievement.</td>
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Plans for District Services

Graduate students in the program complete a range of projects within their local schools/districts. Many of these project directly impact instruction. Students are encouraged to communicate with school administrators about their coursework and we view these assignments as a way to engage in a collaborative spirit and provide the graduate with practical, hands-on leadership work.

Kentucky Teacher Standards Holistic Matrix

<table>
<thead>
<tr>
<th>Alignment of HATs and CARDS to Kentucky Teacher &amp; UofL Diversity Standards</th>
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<tr>
<td>KY Standard</td>
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<td><strong>CARDS 4: Admission</strong></td>
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</tr>
<tr>
<td><strong>CARDS 6: Exit</strong></td>
</tr>
</tbody>
</table>

*Note:* These rows illustrate the combination of the standards addressed across assessments at the transition points.
## Kentucky Teacher Standards Analytic Matrix

<table>
<thead>
<tr>
<th>Kentucky Teacher Standards</th>
<th>Course(s) &amp; Title</th>
<th>Example of Course Activities/Assessments/Field/PPD Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: The teacher demonstrates applied content knowledge.</td>
<td>EDAP 638</td>
<td>Journal Article-Led Discussion, Diversity and Equity Audit, Engagement in Class HAT: Differentiated Instructional Sequence or Lesson Plan and Video Analysis Activities and Discussions</td>
</tr>
<tr>
<td>Standard 2: Teacher designs and plans instruction</td>
<td>EDAP 638, EDAP 681</td>
<td>Diversity and Equity Audit, HAT: Differentiated Instructional Sequence or Lesson Plan and Video Analysis HAT: Teacher Action Research</td>
</tr>
<tr>
<td>Standard 3: The teacher creates and maintains learning climate.</td>
<td>EDAP 638</td>
<td>Diversity and Equity Audit HAT: Differentiated Instructional Sequence or Lesson Plan and Video Analysis</td>
</tr>
<tr>
<td>Standard 4: The teacher implements and manages instruction.</td>
<td>EDAP 638, EDAP 681</td>
<td>Diversity and Equity Audit, HAT: Differentiated Instructional Sequence or Lesson Plan and Video Analysis HAT: Teacher Action Research</td>
</tr>
<tr>
<td>Standard 5: The teacher assesses and communicates learning results.</td>
<td>EDAP 637, EDAP 638, EDAP/EDSP 639, EDAP 681</td>
<td>Assessment Quiz, HAT: Interpreting Assessment Results HAT: Differentiated Instructional Sequence or Lesson Plan and Video Analysis Discussion Board Postings, Unit Assignments, HAT: Research Proposal HAT: Teacher Action Research</td>
</tr>
<tr>
<td>Kentucky Teacher Standards</td>
<td>Course(s) &amp; Title</td>
<td>Example of Course Activities/ Assessments/ Field/PPD Experiences</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Standard 6: The teacher demonstrates the implementation of technology</td>
<td>EDAP 637</td>
<td>Professional Learning Community Team Project</td>
</tr>
<tr>
<td></td>
<td>EDAP 638</td>
<td>Journal Article-Led Discussion, HAT: Differentiated Instructional Sequence or Lesson Plan and Video Analysis</td>
</tr>
<tr>
<td></td>
<td>EDAP/EDSP 639</td>
<td>CITI Training, Discussion Board Postings, Unit Assignments, HAT: Research Proposal</td>
</tr>
<tr>
<td></td>
<td>EDAP 681</td>
<td>HAT: Teacher Action Research</td>
</tr>
<tr>
<td>Standard 7: The teacher reflects on and evaluates teaching and learning</td>
<td>EDAP 637</td>
<td>HAT: Interpreting Assessment Results</td>
</tr>
<tr>
<td></td>
<td>EDAP 638</td>
<td>Journal Article-Led Discussion, Diversity and Equity Audit, Diversity Field Experience and Reflection, HAT: Differentiated Instructional Sequence or Lesson Plan and Video Analysis</td>
</tr>
<tr>
<td></td>
<td>EDAP/EDSP 639</td>
<td>Research Article Critiques, Unit Assignments, HAT: Research Proposal</td>
</tr>
<tr>
<td></td>
<td>EDAP 681</td>
<td>Change Leadership Paper on School CSIP, Professional Development Experience, HAT: Teacher Action Research</td>
</tr>
<tr>
<td>Kentucky Teacher Standards</td>
<td>Course(s) &amp; Title</td>
<td>Example of Course Activities/Assessments/ Field/PPD Experiences</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Standard 8: Collaborates with colleagues/parents/others</td>
<td>EDAP 637</td>
<td>Assessment System Analysis, Professional Learning Community Team Project</td>
</tr>
<tr>
<td></td>
<td>EDAP 638</td>
<td>Journal Article-Led Discussion, Diversity and Equity Audit, Engagement in Class HAT: Differentiated Instructional Sequence or Lesson Plan and Video Analysis, Activities and Discussions</td>
</tr>
<tr>
<td></td>
<td>EDAP 681</td>
<td>HAT: Teacher Action Research</td>
</tr>
<tr>
<td>Standard 9: The teacher evaluates teaching and implements professional development.</td>
<td>EDAP 637</td>
<td>HAT: Interpreting Assessment Results</td>
</tr>
<tr>
<td></td>
<td>EDAP 638</td>
<td>Diversity and Equity Audit</td>
</tr>
<tr>
<td></td>
<td>EDAP 681</td>
<td>Professional Development Experience, HAT: Teacher Action Research</td>
</tr>
<tr>
<td>Standard 10: Provides leadership within school/community/profession</td>
<td>EDAP 637</td>
<td>Assessment System Analysis, Professional Learning Community Team Project</td>
</tr>
<tr>
<td></td>
<td>EDAP 638</td>
<td>Diversity and Equity Audit</td>
</tr>
<tr>
<td></td>
<td>EDAP/EDSP 639</td>
<td>Unit Assignments, HAT: Research Proposal Professional Development Plan,</td>
</tr>
<tr>
<td></td>
<td>EDAP 677</td>
<td>HAT: Coaching /Mentoring Case Study Participation and Professionalism, Change</td>
</tr>
<tr>
<td></td>
<td>EDAP 681</td>
<td>Leadership Paper on School CSIP, Professional Development Experience</td>
</tr>
<tr>
<td>UofL Program Standard</td>
<td>Course(s) &amp; Title</td>
<td>Example of Course Activities/ Assessments/ Field/PPD Experiences</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Program Standard 11:</td>
<td>EDAP 637</td>
<td>Assessment Quiz, Professional Learning Community Team Project,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HAT: Interpreting Assessment Results</td>
</tr>
<tr>
<td></td>
<td>EDAP 638</td>
<td>Diversity and Equity Audit</td>
</tr>
<tr>
<td></td>
<td>EDAP 681</td>
<td>Change Leadership Paper on School CSIP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HAT: Teacher Action Research</td>
</tr>
</tbody>
</table>
## Integration of the Kentucky Academic Standards

<table>
<thead>
<tr>
<th>Course</th>
<th>Kentucky Academic Standard(s) Addressed</th>
<th>Integration and Assessment of Kentucky Academic Standards for English/Language Arts and College and Career Readiness Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAP 637 Using Assessment to Improve Student Achievement</td>
<td>Graduate candidates use sources of data identified and accessible through online state databases to follow the process of using assessment results to improve instruction in the areas of reading and mathematics and use data from all schools to develop a plan to improve some aspect of instruction that impacts the chosen school. KY Academic Standards are identified in the databases and aligned directly to content that is typically taught in Elementary, Middle or High Schools—it is the prerogative of the graduate candidate.</td>
<td>Graduate candidates collect a variety of data about the school, identify a focus area for assessment-driven school improvement (typically reading, writing or math), use graphing software to create data displays that facilitate interpretation and support the importance of KY Academic Standards area, and develop an action plan that includes ongoing evaluation of efforts to improve student achievement.</td>
</tr>
<tr>
<td>EDAP 637 Using Assessment to Improve Student Achievement</td>
<td>Graduate candidates focus on analysis of assessments within a standards-based unit of study with attention toward the Kentucky Academic Standards. These units of study can address any content such as Social Studies, Math, Science, and English Language Arts.</td>
<td>Graduate candidates integrate and assess Kentucky Academic Standards by: identifying expected student learning outcomes; identifying the student content standards addressed in the assessment; writing learning targets or learning objectives to determine mastery of the objectives; identify formal formative and summative assessments. In addition, candidates take into account testing validity, reliability, and fairness and potential threats to these, and propose ways for these threats to be overcome.</td>
</tr>
<tr>
<td>EDAP 638</td>
<td>Graduate candidates demonstrate their ability to</td>
<td>The graduate candidate demonstrates an exceptional level</td>
</tr>
<tr>
<td>Instructional Strategies For Diverse Learners</td>
<td>design and plan instruction, based on sound content knowledge and the Kentucky and national content standards and to include a variety of assessments. Candidates incorporate a variety of strategies that meet the needs of diverse students, including developing literacy in the content area. There will be evidence that the candidates have integrated technology, prior knowledge and interdisciplinary connections where appropriate.</td>
<td>of content knowledge and pedagogical content knowledge through design of an instructional sequence. All content is accurately and appropriately communicated and aligned with Kentucky Academic Standards; a variety of content-appropriate instructional research-based strategies are utilized; potential student misconceptions are identified and potential solutions are outlined. The instructional sequence includes instructional strategies and assessments that address multiple levels of learning, with several requiring higher order thinking and effective implementation of technology in both planning and instruction.</td>
</tr>
<tr>
<td>EDAP 639</td>
<td>Graduate candidates read research about current teaching practices to develop a study proposal. This proposal should afford the candidate more in-depth knowledge of the field and research practices to formulate an objectively measurable study with sound methodology and potentially add knowledge to the field of education especially with regard to Kentucky Academic Standards.</td>
<td>The graduate candidate writes a literature review that is thorough and current. The final product is evidence the student's ability to present, develop, produce and write a research proposal that addresses solid research design and includes future teaching implications that would be noteworthy to practitioners.</td>
</tr>
<tr>
<td>EDAP 677</td>
<td>The graduate teacher leader candidate examines current research in peer support; models of mentoring and coaching; roles and responsibilities; adult learning theory; building relationships; cultural proficiency in coaching and mentoring; planning and reflecting conversations; role of mediation; developing and maintaining trust; meditative questioning</td>
<td>The graduate teacher leader candidate completes a reflective journal of the coaching skills learned and implemented in a school setting. Significant emphasis is placed upon reflection and analysis of teaching practices and the impact on student learning of the Kentucky Academic Standards.</td>
</tr>
<tr>
<td>EDAP 681 Teacher Leadership in Practice</td>
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<td>----------------------------------------</td>
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<tr>
<td>Teacher leader graduate candidates produces an Action Research study by identifying a robust question related to their practice, discussing and analyzing current literature, presenting a sound and appropriate methodology, presenting and analyzing data collected, interpreting and discussing findings and what they mean for future practice. Teacher leaders follow the plan-act-observe-reflect model. Use of their school’s CSIP plan, Kentucky Teaching Standards and Kentucky Academic Standards are most relevant to their study. Multiple assessments and interpretive sources are used to establish context, practicality, and need for the research*. Strong evidentiary support is used throughout the research*, demonstrating the writer’s content and pedagogical knowledge. A realistic, effective and practical plan is implemented for this research in the writer’s teaching practice. Data analysis leads to informed findings. Reflection on what the data mean is robust and directly connects the research to the writer’s classroom work and literature on the topic. Each component of the research study directly speaks to respect for and support of the range of student backgrounds, understandings, and needs in the classroom and directly relates to strengthening their knowledge about the content s/he teaches.</td>
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</tr>
</tbody>
</table>

* With regard to research methodologies, the graduate student typically has varying background knowledge with conducting research in a traditional sense or the opportunity to engage in teacher action research which “focuses on the concerns of teachers in the design, data collection, and interpretation of data around a question” (Dana & Yendol-Hoppey, 2014, p. 8). These teachers often have a nagging, a wondering, a what-if type of question they want to explore more deeply to have a true impact on the academic successes of their students. They see the bigger picture, connecting their classroom work with the school’s CSIP, but also recognize vividly the finer details of deep learning students struggle with on a daily basis. The teacher action research gives graduate students time to “ask questions that other researchers may not perceive or deem relevant” (p. 11), in other words a voice in the decision-making process that directly impacts student learning.
### Integration of EPSB Themes: Holistic Matrix for Teacher Leadership Endorsement Program

<table>
<thead>
<tr>
<th>Courses</th>
<th>1: Diversity</th>
<th>2: Assessment</th>
<th>3: Literacy/Reading</th>
<th>4: Strategies for Closing the Achievement Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAP 637: Using Assessment to Improve Student Achievement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDAP 638: Instructional Strategies for Diverse Learners</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDAP/EDSP 639: Educational Research in a P-12 Setting</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAP 677: Developing Collaborative Groups: Facilitating, Coaching and Mentoring</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EDAP 681: Teacher Leadership in Practice</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### EPSB Themes Analytic Matrix for Teacher Leader Endorsement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>EPSB Theme 1: Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAP 637</td>
<td>Using Assessment to Improve Student Achievement Introduction to Linguistics</td>
<td>Taking into consideration the diverse student populations when designing formative and summative assessments; reading testing data for special student groups, i.e., special education, gifted/talented, ESL</td>
</tr>
<tr>
<td>EDAP 638</td>
<td>Instructional Strategies for Diverse Learners</td>
<td>This course is designed for in-service teachers to learn differentiated, culturally relevant, research-based instructional strategies that improve student achievement for diverse learners in the 21st century. Based on current curricular/instructional needs for culturally responsive practices develop a plan in response to student needs and seek consultative mentorship of others as well as professional literature. All Teacher Leader candidates participate in a community agency experience regardless of their own teaching assignment to work with diverse students outside the school setting and apply their learning and leadership in a new setting.</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>EPSB Theme 2: Assessment</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>EDAP 639</td>
<td>Educational Research in a P-12 Setting</td>
<td>Consistent with special education standards, examine and develop an understanding of the influence of race and culture as it affect research design and evaluation. Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.</td>
</tr>
<tr>
<td>EDAP 677</td>
<td>Developing Collaborative Groups: Facilitating, Coaching and Mentoring</td>
<td>Developing awareness and understanding of culturally proficient coaching in diverse school settings; and valuing the diversity of a teaching staff.</td>
</tr>
<tr>
<td>EDAP 681</td>
<td>Teacher Leadership in Practice</td>
<td>Studying and analyzing the CSIP for attention to students of diverse backgrounds and specific strategies to address student needs. The course aligns with the EPSB themes of diversity and closing the achievement gap by requiring that candidates design and plan an action research study based on leadership. Effective teacher leaders are focused on student achievement. The teacher action research study reflects respect for and support of diversity of student needs, backgrounds, and understandings.</td>
</tr>
<tr>
<td>EDAP 637</td>
<td>Using Assessment to Improve Student Achievement</td>
<td>Planning and implementation of appropriate instruction and interventions for diverse learners. Productive assessments are built on a foundation of five key dimensions: 1) to serve specific information needs of intended users; 2) clearly articulated and appropriate achievement targets; 3) assessments accurately reflect student achievement; 4) assessments yield results that are effectively communicated to their intended users, and 5) assessments involve students in classroom assessment, record keeping and communication.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
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<td>------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDAP 638</td>
<td>Instructional Strategies for Diverse Learners</td>
<td>Develop and implement appropriate assessment processes (pre/post) congruent with the Kentucky Academic Standards to measure learning: Formative and Summative assessments. Utilizes pre-assessments, formative and summative assessments.</td>
</tr>
<tr>
<td>EDAP 639</td>
<td>Educational Research in a P-12 Setting</td>
<td>Selects and uses appropriate assessments. Assesses student performance using the established criteria and scoring guides consistent with Kentucky’s assessment program.</td>
</tr>
<tr>
<td>EDAP 677</td>
<td>Developing Collaborative Groups: Facilitating, Coaching and Mentoring</td>
<td>Assessment from the perspective of teachers coaching teachers to improve practice and positively affect student achievement.</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>EPSB Theme 3: Literacy Education</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDAP 637</td>
<td>Using Assessment to Improve Student Achievement</td>
<td>Literacy from the vantage point of design and purpose of assessments; understanding key assessment terms such as validity, reliability, cut scores, formative, summative, predictive</td>
</tr>
<tr>
<td>EDAP 638</td>
<td>Instructional Strategies for Diverse Learners</td>
<td>One course objective is to teach strategies to enhance reading and literacy across the content areas in order to improve student learning and close achievement gaps.</td>
</tr>
<tr>
<td>EDAP 639</td>
<td>Educational Research in a P-12 Setting</td>
<td>Literacy from the aspect of being informed about special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities</td>
</tr>
<tr>
<td>EDAP 681</td>
<td>Teacher Leadership in Practice</td>
<td>The course aligns with the EPSB themes of literacy education by requiring that candidates design and plan an action research study based on leadership. Effective teacher leaders are focused on student achievement. Development of teacher leadership skills through an action research and development of a Professional Development activity to increase student achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>EPSB Theme 4: Achievement Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAP 637</td>
<td>Using Assessment to Improve Student Achievement</td>
<td>Ultimately to learn best practices for using assessment to improve teaching, learning, and student achievement. This course contributes to a knowledge base that enables realization of the democratic ideal by focusing attention to the moral, intellectual and technological aspects and issues of using assessment to guide instruction that closes achievement gaps in a diverse, 21st century classroom.</td>
</tr>
</tbody>
</table>
EDAP 638: Instructional Strategies for Diverse Learners
- Research-based instructional strategies that improve student achievement for diverse learners
- Aligns with the EPSB theme of closing the achievement gap by requiring that candidates plan and teach a data-driven lesson and analyze student work.

EDAP 677: Developing Collaborative Groups: Facilitating, Coaching and Mentoring
- A predominant course objective is to develop evidence-based strategies to support reflective, self-directed teachers who positively impact student achievement.

Professional Course Syllabi

<table>
<thead>
<tr>
<th>Professional Core for Teacher Leadership Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
</tr>
<tr>
<td>EDAP 637: Using Assessment to Improve Student Achievement</td>
</tr>
<tr>
<td>EDAP 638: Instructional Strategies for Diverse Learners</td>
</tr>
<tr>
<td>EDAP 639: Education Research in the P-12 Setting</td>
</tr>
<tr>
<td>EDAP 677: Developing Collaborative Groups: Facilitating, Coaching and Mentoring</td>
</tr>
<tr>
<td>EDAP 681: Teacher Leadership in Practice</td>
</tr>
</tbody>
</table>

EDAP 637: Using Assessment to Improve Student Achievement
- Dr. Amy Stevens
- Dr. Shelley Thomas (full-time & mentor to part-time faculty)
- Ms. Irina McGrath (part-time)

EDAP 639: Education Research in the P-12 Setting
- Dr. Tom Simmons
- Dr. Ginevra Courtade

EDAP 677: Developing Collaborative Groups: Facilitating, Coaching and Mentoring
- Dr. Maggie McGatha (full-time & mentor to part-time faculty)
- Dr. Winn Wheeler (part-time faculty)
- Ms. Candy Thomas (part-time faculty)

EDAP 681: Teacher Leadership in Practice
- Dr. Pamela Jett
- Dr. Sherri Brown

Please see attached course syllabi in the following section.
EDAP 637: Using Assessment to Improve Student Achievement  
UNIVERSITY OF LOUISVILLE  
Department of Teaching and Learning

Instructor  
Dr. Amy Stevens  
University of Louisville  
Porter Education Room 277

Office Hours: Mon. 1:30PM-3:30PM, Thurs. 2:00-4:00, CEHD 277; after class or by appointment

Course Time and Location  
Thursday 5:00 PM - 7:30 PM, Room 232, Porter Education

Catalog Description  
Addresses knowledge and implementation of assessment concepts, methods of analyzing various types of student achievement data, and planning and implementation of appropriate instruction and interventions for diverse learners.

Course Purpose  
This course is designed for in-service teachers to learn best practices for using assessment to improve teaching, learning, and student achievement. The focus will be on assessment of and for learning concepts, professional learning communities/learning teams, differentiated instruction, and appropriate interventions for students who are not learning. This course contributes to a knowledge base that enables realization of the democratic ideal by focusing attention to the moral, intellectual and technological aspects and issues of using assessment to guide instruction that closes achievement gaps in a diverse, 21st century classroom. Candidates will understand that sound and productive assessments are built on a foundation of five key dimensions: 1) assessments arise from/designed to serve specific information needs of intended users; 2) assessments arise from clearly articulated and appropriate achievement targets; 3) assessments accurately reflect student achievement; 4) assessments yield results that are effectively communicated to their intended users, and 5) assessments involve students in classroom assessment, record keeping and communication.

Required Readings/Texts  
(LT) LiveText™ subscription, as described in Technology Expectations at the end of this syllabus  
Supplemental readings as assigned in class and/or posted electronically

COURSE BACKGROUND  

Conceptual Framework Summary:  
The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of *Inquiry*, and through active engagement and skilled training in methods of rigorous *Research*, candidates develop the knowledge, skills, and dispositions to become *Critical Thinkers*. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of *Action*, and through continual *Practice*, candidates develop the knowledge, skills, and dispositions to become *Problem Solvers* in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of *Advocacy*, and through
dedicated, committed *Service* to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become *Professional Leaders*. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<table>
<thead>
<tr>
<th>Conceptual Framework Constructs</th>
<th>Inquiry</th>
<th>Action</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs as Learned and Applied</td>
<td>Research</td>
<td>Practice</td>
<td>Service</td>
</tr>
<tr>
<td>Constructs Reflected in Candidates</td>
<td>Critical Thinkers</td>
<td>Problem Solvers</td>
<td>Professional Leaders</td>
</tr>
<tr>
<td>Unit Dispositions Reflected in Candidates</td>
<td>Exhibits a disposition to inform practice through inquiry and reflection</td>
<td>Exhibits a disposition to improve practice through information, knowledge, and understanding</td>
<td>Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference</td>
</tr>
</tbody>
</table>

**Relationship to Conceptual Framework:**
EDAP 637: Using Assessment to Improve Student Achievement aligns with the conceptual framework:

**Inquiry**
- Explore key concepts in assessment and assessment systems.
- Demonstrate knowledge of the relationship of components of the state assessment model and what role they play in learning and instruction.
- Analyze assessment systems in context.
- Analyze classroom, school, and district data
- Analyze P-12 student achievement data (KPREP, EXPLORE, PLAN, ACT, etc.)

**Action**
- Establish professional learning communities/learning teams.
- Develop, implement, and analyze standards-based assessments.
- Communicate assessment results

**Advocacy**
- Guide students to set goals for their own learning.
- Explain ethical issues and legal requirements related to student assessment and intervention (portfolios, on-demand, CTBS and KPREP, IDEA requirements, accommodations for special education).
- Advocate for the establishment of professional learning communities in the school or district.

**Student Learning Outcomes**

**Relevant Professional Standards Met by this Course**
The “Advanced Performance Level” of the 2008 Kentucky Teacher Standards addressed most fully by this course are:

- **Standard 5:** Assesses and Communicates Learning Results
- **Standard 6:** Demonstrates the Implementation of Technology
- **Standard 7:** Reflects On and Evaluates Teaching and Learning
- **Standard 8:** Collaborates with Colleagues/Parents/Others
- **Standard 10:** Provides Leadership within School/Community/Profession

**UofL Standard 11:** Understands the Complex Lives of Students and Adults in Schools and Society

<table>
<thead>
<tr>
<th>Relevant Kentucky “Advanced Performance” Teacher Standards and UofL Program Standard</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Quiz</td>
<td>X</td>
<td></td>
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<td>X</td>
<td></td>
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<tr>
<td>Assessment System Analysis</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>Professional Learning Community Team Project</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Hallmark Assessment Task: “Interpreting Assessment Results”</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Candidates are expected to develop a sophisticated understanding of the following concepts and be able to:

1. Explain purpose and design of assessment.
2. Explain key assessment terms (i.e., validity, reliability, cut score, formative, summative, predictive, etc.).
3. Demonstrate knowledge of the relationship of components of the state assessment model including KPREP, Common Core, Quality Core, college readiness data (EXPLORE, PLAN, ACT), and other relevant assessments and what role they play in learning and instruction.
4. Analyze assessment systems in context.
5. Establish professional learning communities/learning teams and analyze assessment data by participating in PLCs.
6. Analyze classroom, school, and district data.
7. Analyze P-12 student achievement data (KPREP, EXPLORE, PLAN, ACT, etc.).
8. Develop and administer standards-based assessments; analyze and interpret student results.

Conceptual Framework
The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of Inquiry, and through active engagement and skilled training in methods of rigorous Research, candidates develop the knowledge, skills, and dispositions to become Critical Thinkers. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of Action, and through continual Practice, candidates develop the knowledge, skills, and dispositions to become Problem Solvers in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of Advocacy, and through dedicated, committed Service to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become Professional Leaders. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<table>
<thead>
<tr>
<th>Conceptual Framework Constructs</th>
<th>Inquiry</th>
<th>Action</th>
<th>Advocacy</th>
</tr>
</thead>
</table>

COURSE CONTENT AND REQUIREMENTS
Course Requirements

Assessment Quiz (150 points)
A quiz covering essential terms and concepts related to assessment will be given at the midpoint of the course. The quiz will consist of a variety of selected response, short-answer, skill-based responses, and extended written responses in order to determine student knowledge and application of assessment fundamentals. Objectives and a table of specifications for the quiz will be provided to candidates 2 weeks in advance.

Assessment System Analysis (ASA; 150 points)
In this assignment, you will be given a set of information regarding assessments commonly given at your choice of grade band (Elementary P-5; Middle 6-8; High 9-12). Assessments will include both internal (classroom, team, and building) types of assessment and external (district, state, national) assessments that are used in that grade range. In your PLC teams, you will have an opportunity to discuss assessment gaps and redundancies in either content or method of the assessments and add to the information provided as necessary. Then, individuals will write a narrative essay that includes a summary and analysis as well as recommendations for improving the overall assessment system with commentary on the effectiveness and limitations of the assessment system. Additional details regarding the completion of this assignment and a scoring guide will be provided in class and on Blackboard.

Professional Learning Community Team Project (PLC; 250 points)
In this assignment, you will use sources of data identified in class and accessible through online state databases to follow the process of using assessment results to improve instruction as outlined in the Datawise textbook. While each individual can provide data from his or her school site, your Professional Learning Community will use the data from all schools to develop a plan to improve some aspect of instruction that impacts the chosen schools. You will develop group norms and establish a work plan to guide your collaboration through the semester. In this project, you will collect a variety of data about the school(s) you select, identify a focus area for assessment-driven school improvement, use graphing software to create data displays that facilitate interpretation and support the importance of your chosen focus area, and develop an action plan that includes ongoing evaluation of efforts to improve student achievement. PLC Groups will present their findings to the class at the end of the semester. You will receive a team grade for this assignment, and may also be asked to complete an individual reflection that addresses the relative contributions of each team member. Additional details regarding the completion of this assignment and a scoring guide will be provided in class and on Blackboard.

Interpreting Assessment Results (IAR; Hallmark Assessment Task; 350 points)
The Hallmark Assessment Task (HAT) for this course is called “Interpreting Assessment Results” and is focused on analysis of assessments within a standards-based unit of study. Candidates will submit components at specified checkpoints during the semester for instructor and/or peer feedback. All 6 components of the assignment, with any desired revisions, will be submitted in LiveText™ as the final project. Candidates who are not currently in teaching positions may elect to collaborate with one other learner in order to facilitate implementation of assessments; each candidate will complete the written analysis and interpretation independently (components 1-6) but may collaborate on data collection and discuss the assignments. Alternatively, candidates not currently teaching may be assigned a school site for collection of data. A modified assignment (option 2) is available for candidates who teach in settings

<table>
<thead>
<tr>
<th>Constructs as Learned and Applied</th>
<th>Research</th>
<th>Practice</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs Reflected in Candidates</td>
<td>Critical Thinkers</td>
<td>Problem Solvers</td>
<td>Professional Leaders</td>
</tr>
<tr>
<td>Unit Dispositions Reflected in Candidates</td>
<td>Exhibits a disposition to inform practice through inquiry and reflection</td>
<td>Exhibits a disposition to improve practice through information, knowledge, and understanding</td>
<td>Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference</td>
</tr>
</tbody>
</table>
where traditional assessments are not appropriate (early childhood and some special education). Additional details regarding the completion of this assignment and a scoring guide will be provided in class and on Blackboard.

Professional Participation (100 points):
The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being in class. We all learn from others, and your thoughts and questions are an important part of the learning process. Likewise, a professional attitude and demeanor are vital to success as a teacher leader. Your professional participation will be assessed in two ways. Up to 50 points (5 pts weekly) will be awarded for completion of reading quizzes, bellringers, or participation in specific in-class activities. These may be graded on a completion/participation basis or according to accuracy at the instructor’s discretion. No extended time or makeup work due to lateness or absence will be given. A weekly sign-in sheet will be used to document attendance, absences, tardiness, and early departures. Up to 50 points will be awarded for overall professionalism and participation according to the following rubric.

Please note that if you experience or anticipate tardiness or absence, you should contact the instructor before class or as soon as you can after class; this may be done by email.

<table>
<thead>
<tr>
<th>Exemplary Performance</th>
<th>Meets Standard</th>
<th>Unacceptable Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not miss a class.</td>
<td></td>
<td>Misses one class because of illness, emergency, or professional obligation.</td>
</tr>
<tr>
<td>Attends each class on time.</td>
<td></td>
<td>Notifies professor ahead of class missed.</td>
</tr>
<tr>
<td><strong>Promptness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is tardy for one class because of emergency or professional obligation.</td>
<td></td>
<td>Is tardy for two or more classes.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads assigned text each week and can discuss thoroughly. Shares relevant experiences with others in class. Adds to the overall quality of the learning environment by contributing thoughtful outside resources and information.</td>
<td></td>
<td>Reads assigned text each week and can discuss, but not in an in-depth fashion. Shares relevant experiences with others in class.</td>
</tr>
<tr>
<td><strong>In-Class Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently completes all in-class activities in a positive manner. Attends to the completion of assignments with purpose and a spirit of inquiry.</td>
<td></td>
<td>Completes most in-class activities, but may require prompting.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials handed in on time and prepared with clarity, precision, and attention to detail. Team/group membership is positive and handled with a sense of responsibility.</td>
<td></td>
<td>Materials handed in on time. Team/group membership is positive.</td>
</tr>
<tr>
<td><strong>Criteria for Determination of Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Quiz – 15%</td>
<td></td>
<td>Assessment System Analysis (ASA) – 15%</td>
</tr>
<tr>
<td>PLC Team Project – 25%</td>
<td></td>
<td>Interpreting Assessment Results (IAR) Hallmark Assessment Task – 35%</td>
</tr>
<tr>
<td>Professional Participation – 10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Failure to complete any of the major assignments will be grounds for failing the course.
The percentage of points earned at the end of the semester will be calculated, and grades assigned as follows:

- 100%-98% A or A+ 4.0
- 97%-95% A 4.0
- 94%-90% A- 3.7
- 89%-87% B+ 3.3
- 86%-84% B 3.0
- 83%-80% B- 2.7
- 79%-70% C 2.0
- 69%-60% D 1.0
- 59% and Below Fail 0.0
**Assignment grading policy:** Most assignments are graded, not merely awarded completion points. Only truly exemplary work will receive full marks on larger assignments. Holistic grades corresponding to the grading scale above (A+~100%, A~96%, A~91%, B+~88%, B~85%, etc) will be issued in most cases rather than specific point values. An A+ is rarely issued and reflects work that demonstrates exemplary mastery and moving beyond typical course expectations.

**Late work policy:** Unless specifically noted otherwise, work is due by 4:15 PM on the due date (in LT) or at the beginning of class (for work submitted in person). Any work not submitted properly on time will receive an automatic 10% deduction regardless of the reason. An additional 10% penalty will result for each additional calendar day that the work is late, unless prior arrangements have been made with the course instructor. Work that is completed or submitted during class time will be deleted and not counted.

**OTHER COURSE POLICIES AND PROCEDURES**

**University Policy on Severe Weather**
While we make every effort to announce our closings through the local media, their processes can lead to confusing or sometimes wrong information. Please note that the university will provide official school closing information in the following ways:

- A notice on the university home page, [http://louisville.edu](http://louisville.edu), and on the UofL Today site, [http://louisville.edu/uofltoday](http://louisville.edu/uofltoday)
- Text messages sent to students, faculty and staff who sign up for UofL Alerts ([http://louisville.edu/alerts](http://louisville.edu/alerts))
- Emails sent to students and employees on their university email accounts
- A recorded message at 502-852-5555

These are the only venues through which we can guarantee accurate information. They also are the first four methods by which we will communicate, although we will continue to announce our decisions through media as well. Whenever possible, we will announce decisions regarding morning classes by 6 a.m. and decisions regarding evening classes by 3 p.m. For purposes of this policy, evening classes will be defined as any classes beginning at or after 4:30 p.m.

**Plagiarism Statement**
*Representing the words or ideas of someone else as one’s own in any academic exercise.* An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

**Policy on Instructional Modifications**
Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

**CEHD Diversity Statement**
Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

**Title IX/Clery Act Notification (Must be added to all syllabi by July 1, 2015)**
Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students
experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure).

**Policy on Religious Holidays**

Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students’ request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two(2) weeks of term. A list of approved holidays and the complete policy may be found at http://louisville.edu/diversity/resources/work-restricted-holy-day-policies-calendar.html

**Academic Integrity and Dishonesty**

*All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations. “Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating
- Fabrication
- Falsification
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism
- Complicity in Academic Dishonesty”* (UofL Student Code of Conduct)

http://louisville.edu/undergraduatemcatalog/versions/15_16_catalog.pdf#pagemode=bookmarks&toolbar=true

**Research Statement**

Any research conducted in schools will be consistent with University of Louisville and school district human subjects research policies.

**Department of Teaching and Learning Attendance Policy**

Goal: To establish a high level of professionalism for every teacher.

- Attendance is REQUIRED at each class session
- If you are absent, you will not receive full participation credit for the course. The course syllabus will document the participation guidelines/requirements for each course. If you are absent, you must contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
- You must be on time for class sessions. Repeated tardiness will also impact your participation credit. Absences and tardiness will be considered in assessing your dispositions.
• If you are absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly, you MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.

• If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a Communication of Concern. Extenuating situations will be considered on an individual basis.

• You may be required to complete additional assignments to compensate for class sessions for which you were absent. Even with these assignments, your participation credit may still be affected.

• When you expect a prolonged absence (out more than a week), contact CEHD Teaching and Learning Staff @ 852-6431. U of L Dean of Students Cardinal Angel Program is available for support @ 852-5787 or DOS.louisville.edu. You will need to provide your name, student ID number, and circumstances.

Technology Expectations
Assignments are to be word-processed. Continuing and regular use of email is expected. Students are expected to search the web, use online tools, and use Blackboard as a learning tool. Hallmark assessments must be posted electronically in LiveText, and most other assignments will be collected via LiveText as well.

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at www.livetext.com or from the University bookstore. The student membership fee is $98 for five years. Additional years may be added to an account at a reduced rate for those students who remain at the University of Louisville beyond the life of the five-year subscription.

Electronic Equipment
While you are encouraged to make full use of electronic technologies to achieve the intended course outcomes, it is inappropriate to use these devices for other purposes during the teaching and learning process. Students are therefore asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the class. If you have a personal emergency that requires immediate communication, you may excuse yourself quietly and attend to the matter at hand. Otherwise, please save personal business until breaks or until after class has finished for the day.

Bibliography
Ai
Hallmark Assessment Task Assignment

Purpose

The purpose of this Hallmark Assessment Task (HAT) is for advanced program candidates to apply their knowledge of assessment to classroom situations. Candidates will evaluate the purpose and design of formative and summative assessments and administer them to P-12 students. Candidates will then interpret the results of the assessments to develop insights regarding the complexities of assessment as well as the ability of assessment to reveal levels of student understanding.

Process

The Hallmark Assessment Task (HAT) for this course is called “Interpreting Assessment Results” and is focused on analysis of assessments within a standards-based unit of study. Candidates will turn in various components at specified checkpoints during the semester to receive feedback from instructors and/or peers. All 6 components of the assignment, with any desired revisions, will be submitted in LiveText as the final project. Candidates may elect to collaborate with one other learner in order to facilitate implementation of assessments; each candidate will complete the written analysis and interpretation independently (components 1-6) but may collaborate on data collection and discuss the assignments. Depending on the extent of collaboration, teams may be asked to include additional data sources in their HATs; this will be negotiated with the instructor when the team is formed at the beginning of the semester.

Product

Part 1:

A. Explain the context of these assessments: what is the student population, grade level, type of classroom, etc.? What is the expected content students are learning in the unit within which these assessments will be given?
B. Identify the student content standards addressed in the assessment.

C. Write between 3 and 8 learning targets or learning objectives in appropriate format as discussed in class. Learning objectives should be aligned to the content of the unit, the standards addressed in the unit, and the assessments used to determine student mastery of the objectives. Objectives may be knowledge-based or skill-based.

D. Identify 2 (3 for pairs) formal formative assessments. Give a brief (1-3 sentence) overview of each formative assessment. Attach each formative assessment with scoring guide.

E. Identify 1 summative and/or authentic assessment. Give a brief (1-3) description of the summative or authentic assessment. Attach the assessment with scoring guide.

Part 2: Describe the purpose and design of each assessment. Evaluate the assessments with respect to the concepts described in Chapter 5 of Assessment Essentials.

Part 3: Administer the assessments and collect student work samples. Complete the following information for each assessment.

A. Indicate the criteria used to sort student work into the categories below and give the number of students in each category. Provide a representative DE-IDENTIFIED sample of student work for each category and explain how it represents the category. If no students fell into this category, discuss the sensitivity of your assessment to distinguish levels of student performance.

   Below Expectations:

   Meets Expectations:

   Exceeds Expectations:

B. For each category, describe student strengths.

C. For each category, describe student learning needs.

D. For each category, describe appropriate next steps for instruction.

Part 4: Analyze student performance for each assessment, looking for trends. Compare student performances on the various assessments. Describe any consistencies or inconsistencies in these assessments’ ability to measure student performance.

Part 5: Describe the degree to which the assessments take into account testing validity, reliability, and fairness. Indicate the potential threats to validity, reliability, and fairness; propose ways for these threats to be overcome.

Part 6: Reflect on the overall assessment experience. What have you learned about the benefits and drawbacks of different types of assessments? What was effective and what could be improved? What are your own next steps to enhance your professional skills in assessing and interpreting student results?
<table>
<thead>
<tr>
<th>Context of assessments</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of context is thorough and includes topic, setting, student characteristics, and any other relevant information. Reader has no or few questions.</td>
<td>Description of context is ample and may include all or most of the context, topic, and setting. Reader may have a few unanswered questions.</td>
<td>Description of context is vague and leaves the reader with many unanswered questions.</td>
<td></td>
</tr>
<tr>
<td>2.1 ALP KY-KTS-08.2.1.ALP</td>
<td>Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests and abilities.</td>
<td>States learning objectives that reflect key concepts of the discipline and that are aligned with local or state standards.</td>
<td>No objectives or objectives do not reflect appropriate standards.</td>
</tr>
<tr>
<td>2.3 ALP KY-KTS-08.2.3.ALP</td>
<td>Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.</td>
<td>Assessments are somewhat aligned with objectives and standards and have some potential to measure learning results.</td>
<td>Assessments are not aligned with objectives or standards and have limited ability to measure learning results.</td>
</tr>
<tr>
<td>5.2 ALP KY-KTS-08.5.2.ALP</td>
<td>Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.</td>
<td>Formative assessments have some potential to determine student progress, guide instruction or provide feedback to students.</td>
<td>Formative assessments have limited potential to determine student progress, guide instruction or provide feedback to students.</td>
</tr>
<tr>
<td>5.3 ALP KY-KTS-08.5.3.ALP</td>
<td>Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.</td>
<td>Summative assessments are aligned with some objectives and have some potential to measure student achievement.</td>
<td>Summative assessments are weakly aligned to objectives and have limited potential to measure student achievement.</td>
</tr>
<tr>
<td>5.4 ALP KY-KTS-08.5.4.ALP</td>
<td>Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.</td>
<td>Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.</td>
<td>Evaluates student work to assign a grade.</td>
</tr>
<tr>
<td>CARDS 5: Official Mid-Program Assessment of KTS Standard 5 KY-KTS-08.5</td>
<td>Consistently assesses and communicates learning results.</td>
<td>Assesses and communicates learning results.</td>
<td>Demonstrates limited assessment and communication of learning results.</td>
</tr>
<tr>
<td>7.1 ALP KY-KTS-08.7.1.ALP</td>
<td>Consistently uses formative and summative performance data to thoroughly determine the learning needs of all students and groups.</td>
<td>Some formative and summative performance data are used to determine some learning needs of some student groups.</td>
<td>Little formative or summative performance data are used in a limited way to determine general student learning needs.</td>
</tr>
<tr>
<td>7.2 ALP KY-</td>
<td>Uses performance data to conduct an</td>
<td>Reflects on and accurately</td>
<td>Plans for next lesson</td>
</tr>
</tbody>
</table>
## HAT - Interpreting Assessment Results Rubric

<table>
<thead>
<tr>
<th>KTS-08.7.2.ALP</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>in-depth analysis and evaluation of instructional practices to inform future teaching</td>
<td>evaluates instructional practice using appropriate data.</td>
<td>without evaluating instructional practice or basing instructional plan on student data.</td>
<td></td>
</tr>
</tbody>
</table>

| 9.2 ALP KY-KTS-08.9.2.ALP | Reflection demonstrates deep critical thinking and analysis related to the candidate’s planning and implementation of instruction and assessment. | Reflection demonstrates some critical thinking and analysis regarding candidate’s planning and implementation of instruction and assessment, or it may be cursory. | Reflection demonstrates insufficient critical thinking and analysis of the planning and implementation of instruction and assessment. |

| 11.1 KY-UL.11.1 | The candidate’s instructional and assessment materials affirm differences and groups honestly, realistically, and sensitively and accommodate the special needs, behavioral patterns, learning styles and orientations of diverse group members. The teacher creates instructional activities that will improve learning opportunities for all students. | The candidate’s instructional and assessment materials affirm differences and groups and accommodate special needs. | The candidate’s instructional and assessment materials have little regard for student and group differences. |

| Writing Quality | Demonstrates careful and/or subtle organization; varied and subtle transitional elements throughout; control, variety and complexity in sentence structure to enhance meaning. | Demonstrates logical organization with lapses in coherence; some effective transitional elements; may attempt more complex sentences but lacks control of sentence structure. | Demonstrates ineffective or weak organization; limited and/or ineffective transitional elements; some ineffective or incorrect sentence structure. |

| Writing Conventions | Demonstrates control of grammar and usage to enhance meaning; accurate, rich and/or precise word choice appropriate for audience and purpose; control of correctness to enhance communication. | Demonstrates control of grammar and usage relative to length and complexity; acceptable word choice appropriate for audience; some control of correctness with some errors that do not interfere with communication. | Demonstrates some control of grammar and usage with some errors; simplistic and/or imprecise word choice; inadequate control of correctness interferes with communication. |

**Closing**

I look forward to working with you throughout the semester. If you have any questions, comments, suggestions, or issues to raise, please do so at any appropriate time! In addition to email communication, I also encourage face-to-face communication and invite you to meet with me before or after class, or call us to set up an appointment.

Syllabus revised by Dr. Amy H. Stevens, January 2016.
EDAP 638: Instructional Strategies for Diverse Learners  
UNIVERSITY OF LOUISVILLE  
Department of Teaching and Learning

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E-mail Address: ivmcgr01@louisville.edu

Catalog Description
An investigation of differentiated, culturally relevant instructional strategies and materials to improve and manage instruction while integrating strategy enhanced practices to meet the needs of diverse learners in the 21st century.

Course Purpose
This course is designed for in-service teachers to learn differentiated, culturally relevant, research-based instructional strategies that improve student achievement for diverse learners in the 21st century. The focus will be on instructional strategies that apply across content areas, including reading and writing strategies, technology, and effective behavior and classroom management techniques. The course requires candidates to design instruction, teach students in the classroom, and analyze student work to improve student learning and teaching practice. The same applies to mentoring others in this practice. This course contributes to a knowledge base that enables realization of the democratic ideal by focusing attention to the moral, intellectual and technological aspects and issues of using assessment to guide instruction that closes achievement gaps in a diverse, 21st century classroom.

Required Readings/Texts

*Readings include professional education journals or articles to support course outcomes.

Student Learner Outcomes (SLOs) for Teacher Leader Candidates

Relevant Professional Standards Met by this Course
The “Advanced Performance Level” of the 2008 Kentucky Teacher Standards addressed most fully by this course are:

Standard 1: Demonstrates Applied Content Knowledge  
Standard 2: Designs and Plans Instruction  
Standard 3: Creates and Maintains Learning Climate  
Standard 4: Implements and Manages Instruction  
Standard 5: Assesses and Communicates Learning Results  
Standard 6: Demonstrates the Implementation of Technology  
Standard 7: Reflects On and Evaluates Teaching and Learning  
Standard 8: Collaborates with Colleagues/Parents/Others  
Standard 9: Evaluates Teaching and Implements Professional Development  
Standard 10: Provides Leadership within School/Community/Profession
UofL Standard 11: Understands the Complex Lives of Students and Adults in Schools and Society

<table>
<thead>
<tr>
<th>Relevant Kentucky &quot;Advanced Performance&quot; Teacher Standards and UofL Program Standard</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Led Discussion (JALD)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Diversity and Equity Audit</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Hallmark Assessment Task (HAT)</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Engagement in Class Activities and Discussions (including Blackboard Discussions)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
</tbody>
</table>

Relevance to NBPTS Standards, KERA Initiatives, and EPSB Themes

In this course, candidates will demonstrate the NBPTS core propositions of being a) committed to students and their learning, b) responsible for managing and monitoring student learning, and c) becoming members of professional learning communities (NBPTS, 2009). This course includes a focus on the Common Core State Standards (KCAS), Kentucky Program of Studies and the K-PREP, results of national education initiative. In addition, the course aligns with the EPSB theme of closing the achievement gap by requiring that candidates plan and teach a data-driven lesson and analyze student work.

Statement of Meeting the Kentucky Common Core Standards

Student work related to academic content for K-12 students is based on the Kentucky Core Academic Standards:


Course Objectives

Candidates will be able to know and/or be able to do:

- Discuss (threaded and in-class) and apply relevant topics in education (e.g. Characteristics of Highly Effective Teaching and Learning, Kentucky System of Interventions including Response to Intervention (RtI), Kentucky Core Academic Standards, culturally responsive teaching, technology-enhanced instructional strategies, college and career readiness, NCLB, data-driven instruction).
- Develop and implement appropriate assessment processes (pre/post) congruent with the Kentucky Core Academic Standards to measure learning: Formative and Summative assessments.
- Based on Kentucky’s Guide To Reflective Classroom Practice Self-Assessment and Applicable Standards, personal professional growth plan (PGP), and course needs assessment: design, plan, organize, and teach differentiated lessons using Kentucky Core Academic Standards, and Program of Studies to improve learning opportunities for all candidates, regardless of race, gender, ethnicity, socio-economic status or handicapping conditions.
- Teach strategies to enhance reading and literacy across the content areas in order to improve student learning and close achievement gaps.
• Implement strategies to improve achievement, behavior, and classroom management in order for all students to learn.
• Integrate the use of technology into instruction.
• Analyze student work and design next steps of instruction.
• Initiate leadership opportunities to support diverse learners.

**Conceptual Framework**
The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of Inquiry, and through active engagement and skilled training in methods of rigorous Research, candidates develop the knowledge, skills, and dispositions to become Critical Thinkers. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of Action, and through continual Practice, candidates develop the knowledge, skills, and dispositions to become Problem Solvers in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of Advocacy, and through dedicated, committed Service to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become Professional Leaders. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<table>
<thead>
<tr>
<th>Conceptual Framework Constructs</th>
<th>Inquiry</th>
<th>Action</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs as Learned and Applied</td>
<td>Research</td>
<td>Practice</td>
<td>Service</td>
</tr>
<tr>
<td>Constructs Reflected in Candidates</td>
<td>Critical Thinkers</td>
<td>Problem Solvers</td>
<td>Professional Leaders</td>
</tr>
<tr>
<td>Unit Dispositions Reflected in Candidates</td>
<td>Exhibits a disposition to inform practice through inquiry and reflection</td>
<td>Exhibits a disposition to improve practice through information, knowledge, and understanding</td>
<td>Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference</td>
</tr>
</tbody>
</table>

**Relationship to Conceptual Framework**
In this course, candidates will develop critical thinking skills regarding research based learning theories and teaching strategies for diverse learners. They will use their inquiry, critical thinking and reflective skills through planning and implementing lessons and assessing student growth. Through personal reflection and evaluation of the classroom teaching and learning experiences candidates will become problem solvers and improve their knowledge and pedagogy of teaching. Candidates will develop collaborative relationships and demonstrate service through class group work, field work partnerships with local schools and communicating with U of L faculty. Advocacy and professional leadership will emerge as the candidates implement best teaching strategies.

**Course Content**
1. **Content** - Candidates will increase their knowledge of critical topics such as differentiated learning, instructional strategies, academic literacy strategies, classroom and behavior management, analysis of student work, self-reflection, and planning professional development.
2. **Pedagogy** - Candidates will select and use effective teaching practices appropriate for instruction in an effort to create a differentiated teaching sequence in a positive and productive learning environment. Candidates will examine, explore, and evaluate their instructional practice and strengths.

3. **Curriculum** - Candidates will support the field placement program(s) and focus on incorporating differentiated instruction.

4. **Collaboration** - Candidates will improve their ability to work in a collaborative relationship with their peers, the course instructor, local school personnel, and others while learning how to develop the same behaviors with their colleagues in a leadership capacity within the Masters of Teacher Leader Program.

**Course Assignments**

1. **Journal Article Led Discussion (JALD) (20%)**

I will engage in collaborative conversations regarding 21st century teaching and learning strategies and learner needs. Research articles (academic & behavior influences) support building knowledge for application in the classroom; research will support use of classroom practices to meet diverse learners.

*See addendum to syllabus for JALD participation: before, during/in-class, and after class.*

2. **Equity and Diversity Audit Posted to LiveText™ (25%)**

**Option 1: Improving My Practice**

Based on current curricular/instructional needs for culturally responsive practices and content in my classroom, I will develop a plan in response to those needs and seek consultative mentorship of others as well as professional literature.

I will collaborate and plan with colleagues. I will research and prepare a rationale for my plan. As part of this experience, I will write a reflection of the consultation and follow-up to assess the effectiveness of my plan.

**Option 2: Developing Leadership to Support Colleagues**

Based on current curricular/instructional needs for culturally responsive practices and content I will coach others (i.e. KTIP resource teacher, level leader, department chair) to develop a plan in response to those needs and provide consultative mentorship to others.

I will collaborate and plan with colleagues. I will research and prepare a rationale for my plan. As part of this experience, I will write a reflection of the consultation and follow-up to assess the effectiveness of my plan.

3. **Hallmark Assessment Task (HAT) Posted to LiveText™ (30%)**

**Option 1: Differentiated Instructional Sequence and Video Analysis**
Using your content resources, you will design and administer a pre-assessment to students. You will analyze the data to develop a differentiated instructional sequence of three to five lessons for a classroom profile. The lessons will be taught and one lesson will be video-taped for analysis.

**Purpose.** The instructional sequence will demonstrate the candidate’s ability to design and plan instruction, based on sound content knowledge and the Kentucky and national content standards and to include a variety of assessments. The lesson plans will incorporate a variety of strategies that meet the needs of diverse students, including developing literacy in the content area. There will be evidence in the unit that the candidates have integrated technology, prior knowledge and interdisciplinary connections where appropriate.

**Process.** Using content resources, candidates will design and administer a pre-assessment for students. Candidates will analyze the data to develop a differentiated instructional sequence of three to five lessons for a classroom profile. The lessons will be taught and one lesson will be video-taped for analysis.

**Work Sample.** You will submit your pre-assessment, the lesson sequence and a reflection within LiveText™.

**Steps:**
1.) Give pre-assessment to students.
2.) Analyze pre-assessment data to create instructional sequence based on needs of students.
3.) Teach lesson one. Reflect – Did they get it? What changes do I need to make for tomorrow’s lesson? Teach the next lesson. Repeat for the remainder of the three to five lessons – making and documenting adjustments day to day to display ongoing assessment and differentiation. Video tape one lesson to reflect and analyze.

**Product.** Candidates will be required to self-assess the success of their instructional sequence design. The grade will be determined by the course instructor.

**Option 2: Lesson Study and Video Analysis**

*Lesson study is a professional development practice in which teachers collaborate to develop/refine a lesson plan, teach, observe the lesson to collect data on student learning and use the observations to refine the lesson. Excerpt from Stepanek, Appel, Zleong, Mangan, & Mitchell (2007).*

Lesson study, a professional development model, permits teachers to collaborate to design, refine, implement and revise a lesson based on data collected from an observation team and student interviews (Stepanek, Appel, Zleong, Mangan, Mitchell, 2007). The lesson study process allows teachers to reflect on how students learn content and what teachers can do to improve student content mastery and engagement.

There are several stages involved in the lesson study process: Plan > Teach > Observe > Revise > Report

**Plan.** In the planning phase, teachers work in teams, collaborating to develop/refine a lesson plan.

**Teach.** In the teaching phase, teachers have the opportunity to teach their developed/refined lesson plan. Teaching the lesson provides the opportunity to see the implementation of the content and pedagogy in the lesson.
**Observe.** As you teach, a small group of observers will gather data about the effectiveness of the lesson in relation to what students are learning. It is important to note that teachers are not evaluated in the observation process. Observers are there to comment on the effectiveness of the lesson in relation to student learning.

**Revise.** Teacher teams will review and discuss data collected at the observation. Lesson plan revisions will be made based upon that data. Another member of the team may teach the same lesson with revisions or teach another lesson using the same process.

**Report.** Team members will develop a lesson study report as they move through the lesson study process. Lesson study reports assist teachers in understanding how students learn content and which instructional strategies work best with lesson content.

### KY Standards (Advanced-Level Performance)

<table>
<thead>
<tr>
<th>KY-KTS-08.1.1</th>
<th>KY-KTS-08.1.2</th>
<th>KY-KTS-08.1.3</th>
<th>KY-KTS-08.1.4</th>
<th>KY-KTS-08.1.5</th>
<th>KY-KTS-08.2.1</th>
<th>KY-KTS-08.2.2</th>
<th>KY-KTS-08.2.3</th>
<th>KY-KTS-08.2.4</th>
<th>KY-KTS-08.2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates concepts, processes, and knowledge.</td>
<td>Connects content to life experiences of student.</td>
<td>Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</td>
<td>Guides students to understand content from various perspectives.</td>
<td>Identifies and addresses students’ misconceptions of content.</td>
<td>Develops significant objectives aligned with standards.</td>
<td>Uses contextual data to design instruction relevant to students.</td>
<td>Plans assessments to guide instruction and measure learning objectives.</td>
<td>Plans instructional strategies and activities that address learning objectives for all students.</td>
<td>Plans instructional strategies and activities that facilitate multiple levels of learning.</td>
</tr>
</tbody>
</table>

### 4. Engagement in Class Activities and Discussions (25%)

Class engagement in this course is defined as active, thoughtful, and honest involvement in all discussions and activities, and completion of all assignments on time. **This includes online assignments.** Learning is a social process and the experiences we bring to each class are essential to understanding the concepts. Each day you will engage in reflective writing exercises and/or small group and whole class discussions based upon assigned readings. It would be difficult if not impossible to make up experiences missed by not being in class.

**Criteria for Determination of Grades**

<table>
<thead>
<tr>
<th>Journal Article Led Discussion (JALD)</th>
<th>Diversity and Equity Audit</th>
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<tbody>
<tr>
<td>20%</td>
<td>25%</td>
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</table>
HAT
Engagement in Class Activities and Discussions 30%
-----------------------------------------------
Total: 100%

**Correspondence of Percentages to Grades**
Assignments will be weighed and final percentage will be calculated. The following grading scale will then be used to determine your final grade.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100%-93%</td>
<td>A</td>
</tr>
<tr>
<td>92%-90%</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>73%-76%</td>
<td>C</td>
</tr>
<tr>
<td>70%-72%</td>
<td>C-</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Bibliography**

**Instructional Strategies**
- Chambers, Donald (Ed.) (2002). *Putting research into practice in the elementary grades*. Reston, VA: NCTM.

**Literacy Strategies**

**Classroom Management**


**English Language Learners**


**Technology**


**Policy on Instructional Modifications**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability resource Center to assist in planning modifications.

**CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

**Title IX/Clery Act Notification (Must be added to all syllabi by July 1, 2015)**

*Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).*

*Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title
IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure).

Technology Expectations
Assignments are to be word-processed. Continuing and regular use of email is expected. Hallmark assessments must be posted electronically in LiveText™. Students are expected to search the web, integrate technology in assignments to support candidates work with P-12 students, use online state tools, and use Blackboard™ as a learning tool.

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at www.livetext.com or from the University bookstore. Information about LiveText and how to purchase an account are available at https://louisville.edu/education/livetext.

PLEASE: To maintain our learning community, silence or turn off your phones. Refrain from accessing the internet during class unless it is part of instruction.

Plagiarism Statement
Representing the words or ideas of someone else as one’s own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Academic Integrity and Dishonesty
All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations. “Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating
- Fabrication
- Falsification
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism
- Complicity in Academic Dishonesty” (UofL Code of Conduct, Section 5)

Policy on Cell Phones or Other Class Distractions
In an effort to respect your classmates, please turn off phones (or put on silent notification) upon entering the classroom. If there is a special circumstance, notify the instructor in advance. Please refrain from text messaging, using your laptop to check e-mail, or surfing the internet during class.
Department of Teaching and Learning: Attendance Policy

Goal: To establish a high level of professionalism for every teacher.

- Attendance is REQUIRED at each class session.
- If you are absent, you will not receive full participation credit for the course. The course syllabus will document the participation guidelines/requirements for each course.
- If you are absent, you must contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
- You must be on time for class sessions. Repeated tardiness will also impact your participation credit.
- Absences and tardiness will be considered in assessing your dispositions.
- If you are absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly, you MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.
- Extenuating situations will be considered on an individual basis.
- If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a Communication of Concerns.
- You may be required to complete additional assignments to compensate for class sessions for which you were absent. Even with these assignments, your participation credit may still be affected as described above.
- When you expect a prolonged absence (out more than a week), contact CEHD Teaching and Learning Staff 852-6431 U of L Dean of Students Cardinal Angel Program, 852-5787 or DOSlouisville.edu. You will need to provide your name, student ID number, and circumstances.

Clinical/Field Placements

- Attendance is REQUIRED. You must complete a Log Sheet for each experience. If you are unable to attend a clinical/field diversity experience, you must contact:
  - Your Classroom Collaborative member or Cooperating Teacher
  - Your University Supervisor (if applicable) and Instructors
- Plan to arrive at your placement early, taking into consideration possible delays, such as traffic.
- Any hours missed must be made up to meet the required number of hours for that field experience. Rescheduling should be done in consultation with your supervisor in a way that is respectful to the classroom teacher.
- Absences and tardiness in your field work will be considered in your dispositions assessment.

Hallmark Assessment Rubric

<table>
<thead>
<tr>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Lacks Evidence of Meeting Expectations (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher demonstrates applied content knowledge</td>
<td>The instructional sequence demonstrates an exceptional level of content knowledge and pedagogical content</td>
<td>The instructional sequence demonstrates an adequate level of content knowledge and pedagogical content knowledge. All content is</td>
</tr>
<tr>
<td>The instructional sequence demonstrates an exceptional level of content knowledge and pedagogical content</td>
<td>The instructional sequence demonstrates an adequate level of content knowledge and pedagogical content</td>
<td>The instructional sequence demonstrates an inadequate level of content knowledge and/or pedagogical content</td>
</tr>
<tr>
<td>Requirement</td>
<td>Exceeds Expectations (3 pts)</td>
<td>Meets Expectations (2 pts)</td>
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<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(1.000, 8%)KY-KTS-08.1.1 KY-KTS-08.1.2 KY-KTS-08.1.3 KY-KTS-08.1.4 KY-KTS-08.1.5</td>
<td>Knowledge. All content is accurately and appropriately communicated; instruction plans access students’ prior life and content experiences; a variety of content-appropriate instructional research-based strategies are utilized; potential student misconceptions are identified and potential solutions are outlined.</td>
<td>Factually, accurately, and appropriately communicated; instructional plans sometimes access students’ prior life and content experiences; most instructional strategies are content appropriate; potential student misconceptions are identified.</td>
</tr>
<tr>
<td>The teacher designs and plans instruction: Lesson Framework</td>
<td>The instructional sequence is (1) standards-based, containing challenging learning objectives aligned with both the Kentucky Program of Studies and national standards and (2) planned instruction is based on collected contextual and pre-assessment information – addressing the learning needs, interests, learning styles, and abilities of all students</td>
<td>The instructional sequence is standards-based, containing learning objectives aligned with the Kentucky Program of Studies; and planned instruction is based on collected contextual and pre-assessment information – addressing the learning needs and abilities of all students.</td>
</tr>
<tr>
<td>The teacher designs and plans instruction: Lesson Content</td>
<td>The instructional sequence includes instructional strategies and assessments that address multiple levels of learning, with several requiring higher order thinking.</td>
<td>The instructional sequence includes instructional strategies and assessments that address multiple levels of learning, with at least one level requiring higher order thinking.</td>
</tr>
<tr>
<td>CARDS 5: Official Mid-Program Assessment</td>
<td>The instructional sequence provides extensive evidence of the ability to design/plan for coherent</td>
<td>The instructional sequence provides sufficient evidence of the ability to design/plan for coherent</td>
</tr>
<tr>
<td>of KTS 2 - Overall Evaluation of Designing and Planning Instruction</td>
<td>Exceeds Expectations (3 pts)</td>
<td>Meets Expectations (2 pts)</td>
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<tr>
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<tr>
<td>Instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</td>
<td>Instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</td>
<td>for coherent instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</td>
</tr>
<tr>
<td>The teacher creates and maintains learning climate (1.000, 8%) KY-KTS-08.3.3 KY-KTS-08.4.1 ALP KY-UL.11</td>
<td>The instructional sequence demonstrates a comprehensive understanding of the diversity of students, as indicated by the frequent and regular use of instructional practices and materials to support students with diverse cultural, religious, and ethnic backgrounds; genders; learning styles; and abilities.</td>
<td>The instructional sequence demonstrates an understanding of the diversity of students, as indicated by the use of some instructional practices and materials to support students with diverse cultural, religious, and ethnic backgrounds; genders; learning styles; and abilities.</td>
</tr>
<tr>
<td>The teacher implements and manages instruction (1.000, 8%) KY-KTS-08.4.2 ALP</td>
<td>The instructional sequence addresses the learning needs, interests, learning styles, and abilities of all students based on contextual information and assessment data, adapting instruction to unanticipated circumstances.</td>
<td>The instructional sequence addresses the learning needs, interests, learning styles, and abilities of all students based on contextual information and assessment data.</td>
</tr>
<tr>
<td>The teacher implements and manages instruction (1.000, 8%) KY-KTS-08.4.3 ALP KY-KTS-08.4.4 ALP</td>
<td>The instructional sequence clearly organizes and implements both instructional and non-instructional tasks while maximizing environmental resources to enhance student learning (facilitate higher-order thinking).</td>
<td>The instructional sequence organizes and implements instructional tasks while maximizing environmental resources to enhance student learning (facilitate higher-order thinking).</td>
</tr>
<tr>
<td>KTS-08.4.5.ALP</td>
<td>Exceeds Expectations (3 pts)</td>
<td>Meets Expectations (2 pts)</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>CARDS 5: Official Mid-Program Assessment of KTS 4 - Overall evaluation of implementation and management of instruction KY-KTS-08.4</td>
<td>The teacher provides extensive evidence of the ability to introduce/implement/manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</td>
<td>The teacher provides sufficient evidence of the ability to introduce/implement/manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</td>
</tr>
<tr>
<td>The teacher assesses and communicates learning results: Pre-Assessment (1.000, 8%) KY-KTS-08.5.1</td>
<td>The instructional sequence includes appropriate pre-assessments to identify student baseline knowledge and skills. The assessments have the potential to provide evidence of a student’s understanding of all the unit and/or lesson objectives.</td>
<td>The instructional sequence includes an appropriate pre-assessment to identify student baseline knowledge and skills. These assessments measure student performance on the targeted state standards.</td>
</tr>
<tr>
<td>The teacher assesses and communicates learning results: Formative Assessment (1.000, 8%) KY-KTS-08.5.2</td>
<td>The instructional sequence includes a variety of formative assessments to guide instruction and provide feedback. The assessments have the potential to provide evidence of a student’s understanding of all the unit and/or lesson objectives.</td>
<td>The instructional sequence includes at least one formative assessment to guide instruction. These assessments measure student performance on the targeted state standards.</td>
</tr>
<tr>
<td>The teacher assesses and communicates learning</td>
<td>The instructional sequence includes a summative assessment aligned with the learning objectives to</td>
<td>The instructional sequence includes a summative assessment that is mostly aligned with the learning</td>
</tr>
</tbody>
</table>

55
<table>
<thead>
<tr>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Lacks Evidence of Meeting Expectations (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>results:</strong> Summative Assessment (1.000, 8%) KY-KTS-08.5.3</td>
<td>measure student mastery of targeted standards. The assessments have the potential to provide evidence of a student’s understanding of all the unit and/or lesson objectives.</td>
<td>assessment is not aligned with learning objectives and/or targeted state standards.</td>
</tr>
<tr>
<td><strong>The teacher demonstrates the implementation of technology</strong> (1.000, 8%) KY-KTS-08.6.1 KY-KTS-08.6.2 KY-KTS-08.6.3</td>
<td>The instructional sequence demonstrates effective implementation of technology in both planning and instruction. Multiple technology-related resources are used in researching and creating the unit; a variety of appropriate technologies are used in classroom instruction; there are several opportunities for students to use technology to enhance learning and to meet students’ diverse needs during the unit.</td>
<td>The instructional sequence does not demonstrate the implementation of technology in planning and instruction. There is no evidence of technology resources being used in planning; there is no use of available technology in classroom instruction; and/or, students are not provided with an opportunity to use technology to enhance learning or to meet their diverse needs during the unit.</td>
</tr>
<tr>
<td><strong>The Analysis Or Steps to Lesson Study</strong> (2.000, 16%) KY-KTS-08.7.1 KY-KTS-08.7.2 KY-KTS-08.7.3</td>
<td>The analysis of this lesson will first describe in rich detail [some exact transcripts] what happened. It explains patterns of discourse that may or may not be equitable. The analysis is based on class readings, activities, and discussions. The analysis includes appropriate “next steps” for improving classroom discourse, if appropriate.</td>
<td>The analysis of this lesson does not fully describe what happened or is unclear. The explanations for the classroom discourse patterns are weak or are not reflective of class readings, activities, and discussions. The analysis may or may not include appropriate “next steps” for improving classroom discourse.</td>
</tr>
</tbody>
</table>

**Notes:**
- KY-KTS-08.5.3 refers to the specific standards or criteria being assessed.
- KY-KTS-08.6.1 KY-KTS-08.6.2 KY-KTS-08.6.3 likely denote different aspects or components of the technology implementation.
- KY-KTS-08.7.1 KY-KTS-08.7.2 KY-KTS-08.7.3 pertain to the analysis or steps to lesson study, possibly covering different stages or components of the lesson or unit evaluation.
### Inquiry and Evidence: Self Study across the Division of Teaching and Learning

Date

Dear Students:

You are being invited to participate in a research study by allowing the work you complete as part of courses or other program experiences to be reviewed for research analysis. There are no known risks for your participation in this research study. The information collected may not benefit you directly. The information learned in this study may be helpful to others. The information you provide will enable instructors to use empirical research to enhance understanding about how teachers are prepared. Self-study is an important, regular component of teaching practice, enabling teachers to investigate the impact that instructional strategies and content have on students. Your completed work will be stored in password protected, secure formats (for example on Livetext).

Individuals from the Division of Teaching and Learning, the Institutional Review Board (IRB), the Human Subjects Protection Program Office (HSPPO), and other regulatory agencies may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.

Taking part in this study is voluntary. By participation you agree to take part in this research study. You may choose not to take part at all. If you decide to be in this study you may stop taking part at any time. If you decide not to be in this study or if you stop taking part at any time, you will not lose any benefits for which you may qualify. If you do not want your work to be included in self-study, please sign and date the notification form provided. Submit the form to a designated staff person for the Division. If you are in a Teaching and Learning program, that person is Paula Gordon in room 253 of the Porter Building. If you are in a Health and Sports Sciences Program the person is Michel Ball in the main office in Crawford Gym. These individuals will maintain all forms until after grades are submitted or a specific program has been completed. This process ensures instructors and facilitators will not know which students chose to participate and which did not until after grades are submitted or after program experiences are completed.
If you have any questions, concerns, or complaints about the research study, please contact: Dr. Shelley Thomas at 502-852-8090 or your instructor/facilitator.

If you have any questions about your rights as a research subject, you may call the Human Subjects Protection Program Office at (502) 852-5188. You can discuss any questions about your rights as a research subject, in private, with a member of the Institutional Review Board (IRB). You may also call this number if you have other questions about the research, and you cannot reach the research staff, or want to talk to someone else. The IRB is an independent committee made up of people from the University community, staff of the institutions, as well as people from the community not connected with these institutions. The IRB has reviewed this research study.

Revised August 21, 2015
If you have concerns or complaints about the research or research staff and you do not wish to give your name, you may call 1-877-852-1167. This is a 24 hour hot line answered by people who do not work at the University of Louisville.

Sincerely,

Signature of the Investigator              Signature of the Co-Investigator

Revised August 21, 2015
EDAP/EDSP 639-60
EDUCATIONAL RESEARCH IN P-12 SETTINGS
Department of Teaching and Learning
University of Louisville

1. INSTRUCTOR’S NAME AND OFFICE HOURS

Ginevra Courtade, Ph.D.
Office: ED 145 Email address: g.courtade@louisville.edu
Phone: 502-852-2144 FAX: 502-852-1497

Course Dates/times/location: May 12th-May 28th T, W, Th 5:00-7:30 Rm 151
June 1st-June 30th Blackboard Activities
*Please access Blackboard through EDSP 639 (even if you are registered for EDAP)
Office Hours: by appointment

2. Catalogue Description Including Prerequisites

Analysis of research in education relative to methodology and current research efforts in the field.
Consideration given to understanding research design and being an informed consumer of research.

3. Course Purpose

This course is designed to provide a broad view of research in education relative to methodology and current research efforts in the field. Important consideration is given to the understanding of research designs as well as preparation to be an informed consumer of research.

4. Required Readings, Text


Additional articles available electronically
Live Text must be purchased for this course. The Live Text web site is: http://college.livetext.edu.
Please contact Melissa Lankford at: (502) 852-1360 or melissa.lankford@louisville.edu for questions and assistance.

Course Objectives/ Relevant State/ Professional Standards Met by Course

Course objective follow the KDE Kentucky Teacher Standards for Preparation and Certification (http://www.kde.state.ky.us/otec/epsb/standards/exp teachstds.asp). This course also follows the standards from the Council for Exceptional Children "International Standards for the Preparation and Licensure of Special Educators" Common Core of Knowledge and Skills (2002). CEC standards addressed in this course are: Philosophical, Historical and Legal Foundations of Special Education; characteristics of Learners, Assessing, Diagnosing and Evaluation; Planning and Managing the Learning Environment; Communication Partnerships;
Kentucky Teacher Standards

**Standard 5: The Teacher Assesses and Communicates Learning Results**

5.4 Describes, analyzes, and evaluates student performance data (Assignment II, IV, V)

**Standard 6: The Teacher Demonstrates the Implementation of Technology**

6.4 Demonstrates ethical and legal use of technology (Assignment I, II, IV, V)

**Standard 7: Reflects on and Evaluates Teaching and Learning**

7.2 Uses data to reflect on and evaluate instructional practice (Assignment III, IV, V)
7.3 Uses data to reflect on and identify areas for professional growth (Assignment III, IV, V)

**Standard 10: Provides Leadership within School/Community/Profession**

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts (Assignment IV, V)

Council for Exceptional Children Standards

**CEC Special Education Professional Practice Standards 7.0-Research**

**Special Education Professionals:**

7.1. Do not knowingly use research in ways that mislead others. (Assignments I, II, III, IV, V)
7.2. Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs. (Assignments II, III, IV, V)
7.3. Protect the rights and welfare of participants in research. (Assignments III, IV, V)
7.4. Interpret and publish research results with accuracy. (Assignments III, IV, V)

**CEC Initial Preparation Standard 4-Assessment**

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (Assignments IV, V)
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. (Assignments IV, V)

**CEC Initial Preparation Standard 6-Professional Learning and Ethical Practice**

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (Assignments II, III, IV, V)

**CEC Advanced Preparation Standard 1-Assessment**

1.0 Special education specialists use valid and reliable assessment practices to minimize bias. (Assignments IV, V)
1.1 Special education specialists minimize bias in assessment. (Assignments IV, V)
1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs. (Assignments IV, V)

**CEC Advanced Preparation Standard 3-Program Services, and Outcomes**

3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. (Assignments IV, V)
3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. (Assignments III, IV, V)
3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities. (Assignments III, IV, V)
CEC Advanced Preparation Standard 4-Research & Inquiry
4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice. (Assignments II, III, IV, V)
4.1 Special education specialists evaluate research and inquiry to identify effective practices. (Assignments III, IV, V)
4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families (Assignments II, III, IV, V)

CEC Advanced Preparation Standard 6-Professional and Ethical Practice
6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. (Assignments II, III, IV, V)

Student work related to academic content for K-12 students is based on the Kentucky Core Academic Standards: http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards---new.aspx

Conceptual Framework Summary
The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of Inquiry, and through active engagement and skilled training in methods of rigorous Research, candidates develop the knowledge, skills, and dispositions to become Critical Thinkers. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of Action, and through continual Practice, candidates develop the knowledge, skills, and dispositions to become Problem Solvers in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of Advocacy, and through dedicated, committed Service to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become Professional Leaders. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<table>
<thead>
<tr>
<th>Conceptual Framework Constructs</th>
<th>Inquiry</th>
<th>Action</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs as Learned and Applied</td>
<td>Research</td>
<td>Practice</td>
<td>Service</td>
</tr>
<tr>
<td>Constructs Reflected in Candidates</td>
<td>Critical Thinkers</td>
<td>Problem Solvers</td>
<td>Professional Leaders</td>
</tr>
<tr>
<td>Unit Dispositions Reflected in Candidates</td>
<td>Exhibits a disposition to inform practice through inquiry and reflection</td>
<td>Exhibits a disposition to improve practice through information, knowledge, and understanding</td>
<td>Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference</td>
</tr>
</tbody>
</table>
Relationship to Conceptual Framework:
This course reflects NCATE themes and University of Louisville’s Conceptual Framework by addressing the constructs Inquiry, Action and Advocacy as demonstrated through the following objectives:

Inquiry:
- Locate and evaluate educational research including peer reviewed journal articles, web sites, and publications of national professional and advocacy groups
- Participate in collaborative inquiry team activities

Action:
- Develop a research proposal to answer a question related to educational change
- Participate in collaborative action team activities

Advocacy:
- Define personal and professional roles in advocating for individuals involved in educational research
- Participate in collaborative action and advocacy team activities

Course Requirements

I. CITI Training (15 points)
In order to help you fully understand research ethics, you will be required to complete the Collaborative Institutional Training Initiative (CITI) program. The CITI program is a web-based training program in human research subjects’ protections. After completion of the modules at a passing rate (85%), please print out and submit your Completion Report. To access the CITI program, go to http://louisville.edu/research/humansubjects/InvestigatorInfo/investigator-info/training/citi-training and begin by clicking the link next to For individuals who have never completed the CITI Basic Course. Complete the Course for: Group 2. Social, behavioral or educational researchers (11 required modules; 2 electives- Research with Children and Research in Public Elementary and Secondary Schools

II. Discussion Board Postings (3) (10 points each, 30 total points)
Consistent with the College’s conceptual framework and under the construct of Inquiry, students are encouraged to engage in inquiry and reflection with others. Such collaboration should inform practice and support the development of knowledge and critical thinking. To actively engage in inquiry this semester, students will participate in article discussions using the discussion board on Blackboard. Students will read the assigned chapters and articles, address questions posted on Blackboard, and respond to at least 2 colleagues’ posts. Points will be awarded for thoughtful, meaningful posts and replies. Course points will not be awarded for article discussions posted after the scheduled date. Please see Appendix A.

III. Research Article Critiques (2) (20 pts each, 40 points total)
Students are required to submit their analysis on research articles that have utilized 2 different research methodologies. These assignments will have to be submitted once we start reviewing the corresponding chapters on research designs (See schedule)
Critiques will include the following information:
Citation (in APA format)
Descriptors
Main ideas/ key points
  • Purpose/ problem/ research questions
  • Variables (independent and dependent)
  • Participants/setting
  • Validity/ reliability
  • Instrumentation
  • Procedures
  • Research design
  • Statistics used
  • Results/ discussion (from the authors’ perspectives)
Thoughts/Reaction/Criticism (your perspective)

See Appendix B for Grading Criteria

IV. Unit Assignments (4) (20 points each, 80 total points)

The Unit Assignments are designed to help you develop your research proposal (Hallmark Assignment). The assignments will be due throughout the course, after we have discussed the relevant sections of a proposal. Please use the feedback given on the Unit Assignments to help you prepare the Research Proposal.

Brief unit assignment topics are included below.

  • Unit 1 Assignment – Getting Started
    - Statement of research problem with references, development of a formal research question, analysis of ethical issues in your research, and a formal research hypothesis statement
  • Unit 2 Assignment – Planning Research
    - Literature review, sampling plan, and instrumentation descriptions
  • Unit 3 Assignment – Measurement
    - Reliability of measurement, interval validity, descriptive stats, inferential stats
  • Unit 4 Assignment – Analysis of Research
    - Statistical analyses, research methodology

See Blackboard for assignment formats.

V. Hallmark Research Proposal (50 pts)

A paper will be required summarizing and formalizing the information from your assignments. This paper will follow APA format (6th edition). This paper will be evaluated based upon your
writing in APA style and clarity of writing. Additionally, it will be reviewed based upon the overall sense of the work. A Hallmark assessment rubric is provided below.

Research Paper Proposal

Purpose

* The purpose of this assignment is to provide a final paper that represents the cumulative effort of your work within this course.

* The paper you will be turning in will include all of the material from your practice and research exercises as they pertain to your topic subject you chose early in the semester.

* This paper should afford you the culminating activity that will include your knowledge of the field and research practices to formulate a study that will be objectively measurable, methodological sound and potentially important to the field of education (if it were to be carried out).

Process

* Candidates will use course research and practice exercises and course readings and virtual classroom to develop a strategy and methods to propose a study and write it up in the form of a paper.

Product

* This is a paper that will evidence the students ability to present develop, produce and write a paper that addresses: a) Research problem/Hypotheses/ Research Question; b. Review of the literature; c.) Variables; d). Ethical issues; e.) Sampling; f.) Validity and reliability; g.) Internal validity; h.) Statistics used; i.) Appropriateness of research design. The product should be a paper of an indeterminate length that describes in detail a research study that could be carried out. The paper should be thoroughly referenced and developed so that others may be able to read it and be able to replicate the study.

See Blackboard for assignment format. See Appendix C for Scoring Guide and LiveText Rubric.

**Your Hallmark assignment must be turned in to LiveText in order for you to receive a grade for the course. Failure to turn in the assignment to LiveText will result in an Incomplete in the course.

VI. Participation (10 pts)

Active, thoughtful participation in class activities and completion of assignments are essential elements of this course. Class activities are defined as any and all class, individual or team activities assigned and completed during regularly scheduled class sessions. Assignments are announced during class and defined as any activities / assignments assigned for completion outside of regularly scheduled class time (with the exception of the major assignments listed under course requirements on the syllabus). Quality participation is most important as it reflects
careful reading of course readings, active listening, and active participation.

See Appendix D for Participation Rubric

Graduate Student Requirements

Graduate students are expected to meet the minimum professional standards for this course as outlined by the Graduate Catalog. Specifically, the student is responsible for understanding and following the guidelines for plagiarism and original writing.

Plagiarism is not acceptable in a University community. You need to familiarize yourself with the university’s policies regarding plagiarism, which are located in several places, including the Graduate Catalog Code of Students Rights and Responsibilities category, Section 5 and the Student Handbook. The entries are very similar, but they are housed at different web sites. The web sites are as shown below.

University Policies and Procedures

http://graduate.louisville.edu/files/Graduate%20Student%20Handbook.pdf

http://louisville.edu/dos/students/policies-procedures/student-handbook.html

Student Code of Conduct http://louisville.edu/dos/students/revised-code-of-student-conduct.html

Title IX/Cleray Act Notification

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479.

Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student’s Office 852-5787 and/or the University of Louisville Police Department 852-6111. For more information regarding your rights as a victim of sexual misconduct, see the Sexual Misconduct Resource Guide (http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure).

Department Course Policies

- **Policy on Instructional Modifications:**
  Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

- **CEHD Diversity Statement**
Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

- **Technology Expectations**
  
  Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Electronic submission using Blackboard is required for ALL assignments. In addition, electronic submission using LiveText is required for some assignments.

  1. Assignments are to be completed in Word.
  2. Assignments are to be emailed to me and titled as "lastname.assignment#". Examples would be "courtade.abstract1" or "courtade.unit2." This will help me in filing and tracking assignments.
  3. Continuing and regular use of e-mail is strongly recommended.
  4. The student is expected to obtain course passwords through Distance Education Services for entrance to the course, and a University of Louisville Distance Library Services password for access to library services via the computer. See Distance Education Home Page for instructions: [www.louisville.edu/edu/edsp/distance](http://www.louisville.edu/edu/edsp/distance)

- **Academic Dishonesty**
  
  o **Plagiarism and Cheating**—Plagiarism and cheating not acceptable in a university community.
    Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Student Rights and Responsibilities](http://louisville.edu/dos/policiesprocedures/student-rights-and-responsibilities-1-1.html) A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.
  o Instructors may use a range of strategies (including plagiarism-prevention services at the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works will often require submitting a copy of the original work to the plagiarism-prevention service. The service may retain that copy in some circumstances.
  o **Discipline Procedures for Academic Dishonesty**—Charges of academic dishonesty shall be handled through the appropriate academic unit level procedures.
    An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.
Academic dishonesty will result in an F for the course and further action from CEHD.

- **Request for Grade of Incomplete**: Any student who is unable to complete all course requirements for emergency reasons by the end of the semester may ask the instructor to assign a grade of "I" (Incomplete). Incompletes will NOT be granted for failure to complete work in a timely fashion OR for technical problems. Incompletes will ONLY be granted AFTER the midterm week, if ALL work has been completed up to the date the request is made, and when a legitimate reason is provided. Students who cannot meet these criteria should request assignment of a grade of Withdraw (W). ALL Incomplete requests must be made BEFORE the end of the course and must include documentation of the reason for the request. To clear the Incomplete, the student must complete ALL requirements by the end of the next term.

**Other Important Information**

1. The instructor reserves the right to adjust activities and related assignments in the event of extenuating circumstances.
2. Please note that all course assignments for this online class must be submitted through the course Bb site by the specified due date. In addition, the hallmark assessment must be submitted to both the Bb site and to the appropriate section on Live Text (Please contact Melissa Lankford at: melissa.lankford@louisville.edu for questions and assistance with Live Text). Please do not submit assignments via e-mail attachments, fax, personal delivery, or postal service. Only course assignments submitted to the appropriate link on the course Bb site by the specified deadline will be graded and awarded course points. Unless otherwise noted, please submit assignments in Microsoft Word using 12-point font; double-spacing and appropriate editing. Please put your name on each document that you submit. Also, please remember to save a copy of each assignment for your records and so that you will be able to immediately re-submit in the event of a "technology glitch" with Blackboard or your computer.
3. **Late Assignments.** In order to receive credit for assignments, all assignments must be turned in to Bb by 9:00 AM on the day that they are due. There will be a 20% point reduction per day for late assignments. You may only be excused in the case of an emergency (i.e., death in the immediate family, critical personal or family illness). Work/school-related responsibilities (i.e., meetings, other course work due at the same time) or family obligations (i.e., trips/vacations) DO NOT constitute an emergency. No assignments will be accepted after the last day of the course.
4. All assignments are individual assignments unless otherwise specified.
5. Style, organization, and mechanics of written products will be considered in evaluating their quality.
6. Participants are expected to complete assigned reading, if any, prior to an activity for which the reading is assigned. Failure to comply may result in loss points resulting from insufficient information about a topic.
7. The instructor welcomes the opportunity to review drafts of written assignments if submitted at least 2 days prior to the due date.
8. **Appropriate Terminology about People with Disabilities:**

   The unnecessary, excessive, and stigmatizing use of diagnostic and descriptive labels draws negative attention and stigma upon the individual or group concerned. It supplants the unique identity and totality of a person with a stereotype that emphasizes the need,
problem, or limitations as the main aspect of that person or group. It injures a person’s social value, status, societal mobility, and freedom. Labeling carries with it a constant danger of being abused for professional and bureaucratic convenience to the detriment of people with special needs. It is the policy of this program to reject all archaic, stigmatizing, and dehumanizing usage of labels and replace these with appropriate socially valued references that emphasize the humanity and individuality of people with disabilities whenever possible.

One way to avoid labeling is to use “People First Language.” People first language puts the person before the disability and describes what the person has, not who the person is. Please use people first language in all of your course assignments/postings as well as when you speak about people with disabilities.

The following website contains a link to an article entitled, “People First Language” by Kathie Snow. You are encouraged to read the short article for more information on people first language. [http://www.disabilityisnatural.com/peoplefirstlanguage.htm](http://www.disabilityisnatural.com/peoplefirstlanguage.htm)

**Attendance Policy**

Students are expected to promptly attend each class session and remain for the duration of the class session. (Leaving before the instructor announces the end of the class session or arriving more than 30 minutes late will be considered a class absence.) Class assignments, quizzes and points missed cannot be made up unless there are extenuating circumstances (e.g., serious illness, family emergency). If a student misses 1 class 10 points will be deducted from the student’s participation grade. If a student misses more than 1 class, 20 points will be deducted from the student’s final grade for each additional absence beyond the first absence.

**Learning Environment.** The classroom must be a place where all class members can learn comfortably. Therefore, the following guidelines should be respected:

- Please be on time for class and stay until I announce that the class period has ended.
- Please turn off and store cell phones, tablets, and laptops during class sessions unless you have made prior arrangements with the instructor.
- Please be an active listener and participant during discussions.
- Ask questions and try to understand another point of view.
- Critique ideas, NOT people.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due By 9am</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/12</td>
<td>Course directions, introductions, expectations</td>
<td>Ch 1 &amp; 2</td>
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<td>-</td>
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<tr>
<td></td>
<td>The Nature of Educational Research</td>
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<td>The Research Problem</td>
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<td>5/13</td>
<td>Variables &amp; Hypothesis</td>
<td>Ch 5</td>
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<td>5/14</td>
<td>Sampling &amp; Instrumentation</td>
<td>Ch 6 &amp; 7</td>
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<td>Ethics and Research-NO LIVE CLASS work on CITI Training</td>
<td>Ch 4</td>
<td>May 19 Discussion 1 (original post due May 17th)</td>
<td>10</td>
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<tr>
<td>5/19</td>
<td>Searching the Literature</td>
<td>Ch 3</td>
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<td>Class location TBD</td>
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<tr>
<td>5/20</td>
<td>Literature Review &amp; Preparing Proposals</td>
<td>Ch 25</td>
<td>May 20 CITI Completion Report (scan and turn in to BB)</td>
<td>15</td>
</tr>
<tr>
<td>5/21</td>
<td>Reliability and Validity</td>
<td>Ch 8 &amp; 9</td>
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<td>5/26</td>
<td>Data Analysis/ Statistics</td>
<td>Ch 10-12</td>
<td>May 26 Assignment 1</td>
<td>20</td>
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<td>5/27</td>
<td>Experimental Research</td>
<td>Ch 13, 14</td>
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<td>Single Subject</td>
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<tr>
<td>5/28</td>
<td>Correlational, Causal Comparative, &amp; Survey Research</td>
<td>Ch 15, 16, &amp; 17</td>
<td>May 28 Assignment 2</td>
<td>20</td>
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**Online Portion of Class**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due By 9am</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/1-6/5</td>
<td>Qualitative Research</td>
<td>Ch 18-20 Other assigned reading</td>
<td>June 3 Discussion 2 (original post due June 1)</td>
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<td></td>
<td>Research for Teachers</td>
<td>Ch 24 Other assigned reading</td>
<td>June 5 Discussion 3 (original post due June 3)</td>
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<td>6/8-6/12</td>
<td>Online Research Activities</td>
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<td>6/15-6/19</td>
<td>Online Research Activities</td>
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<td></td>
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<tr>
<td>6/22-6/26</td>
<td>Online Research Activities</td>
<td>Continue Working on Proposal</td>
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<td>-----------</td>
<td>----------------------------</td>
<td>-----------------------------</td>
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<tr>
<td>6/30</td>
<td>HALLMARK DUE</td>
<td>June 30 Hallmark</td>
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</table>

10. Points and Grades

I. CITI Training 15 points
II. Discussion Postings 30 points (3 x 10 points each)
III. Research Critiques 40 points (2 x 20 points each)
IV. Unit Assignments 80 points (4 x 20 points each)
V. Research proposal paper 50 points
VI. Participation 10 points

Grades (Based on % of points)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>97 to 100</td>
<td>A+</td>
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<td>94 to 97</td>
<td>A</td>
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<tr>
<td>90 to 93</td>
<td>A-</td>
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<tr>
<td>87 to 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 to 86</td>
<td>B</td>
</tr>
<tr>
<td>80 to 83</td>
<td>B-</td>
</tr>
<tr>
<td>77 to 79</td>
<td>C+</td>
</tr>
<tr>
<td>74 to 76</td>
<td>C</td>
</tr>
<tr>
<td>70 to 73</td>
<td>C-</td>
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<tr>
<td>60 to 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
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Prepared by Ginevra Courtade May 2013; updated May 2015

Appendix A

Grading Guide: Discussions Board

<table>
<thead>
<tr>
<th>10 points</th>
<th>8 points</th>
<th>3 point</th>
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<tbody>
<tr>
<td>Student’s original posts are thoughtful and meaningful; all questions have been responded to; Student responds to at least 2 other colleagues posts with meaningful responses (i.e., more than “I agree with that)</td>
<td>Student posts are thoughtful and meaningful; all questions have been responded to; Does not respond to colleagues’ posts</td>
<td>Student responds, but posts are not meaningful or related to the appropriate article or concept</td>
<td>Student does not respond to post</td>
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</tbody>
</table>

Appendix B

Grading Criteria for Research Article Critiques
Citation 1 point
Descriptors 1 point
Main ideas/ key points
  * Purpose/ problem/ research questions 2 pts
• Variables (independent and dependent) 2 pts
• Participants/setting 2 pts
• Validity/ reliability 2 pts
• Instrumentation 1 pt
• Procedures 2 pts
• Research design 1 pt
• Statistics used 1 pt
• Results/ discussion (from the authors’ perspectives) 2 pts

Thoughts/Reaction/Criticism: 4 pts

TOTAL 20 pts

Appendix C

Hallmark Grading Guide-Please see Blackboard for further details

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Possible</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction clearly develops the importance of this study; Review of the literature contains at least 8-10 articles summarized concisely and provides theoretical basis for the study</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Method includes a discussion of each of the components clearly and accurately</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Results includes accurate description of the statistics that will be used to analyze the data; include a table representing the display of data</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Discussion includes ideas about the possible results of the study; addresses limitations</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reference list has 1:1 correspondence with citations from the text and is in APA style</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points will be deducted for grammar and spelling errors</td>
<td>Total</td>
<td>50</td>
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LIVETEXT RUBRIC-Research Paper Proposal

<table>
<thead>
<tr>
<th>Organization</th>
<th>Exemplary</th>
<th>Target</th>
<th>Developing</th>
<th>Insufficient Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC PPS: 7.4</td>
<td>Manuscript is clearly organized with definable introduction, method, results, and discussion sections and the discussion is well supported by</td>
<td>Manuscript is clearly organized with definable introduction, method, results, and discussion sections and the discussion section is logically</td>
<td>Manuscript is organized with definable introduction, method, results, and discussion sections.</td>
<td>Lacks organization</td>
</tr>
</tbody>
</table>
| **Original work of the author**  
CEC PPS: 7.1  
CEC APS: 3.0, 3.1, 3.5 | Manuscript is the original work of the author, and may be considered implementation, and with positive results may be publishable in a refereed professional journal. | Manuscript is the original work of the author and with some revisions may be suitable for implementation. | Manuscript is the original work of the author. | Manuscript is not the original work of the author. |
| **Literature Review**  
CEC PPS: 7.1, 7.4  
CEC IPS: 6.0  
CEC APS: 4.0, 4.1, 4.2  
KTS: 5.4, 7.2, 7.3, 10.4 | Literature review is thorough and current; review supports the need for future research in the identified area in a novel manner. | Literature review is thorough, most references are current and it supports the need for future research in the identified area. | Literature review is complete but not thorough, many references are not current, and/or it does not articulate the case for further research in the identified area. | Lacks any reasonable attempt to complete a thorough review |
| **Research Methodology I Standards**  
CEC PPS: 7.2, 7.4  
CEC IPS: 4.0, 4.1  
CEC APS: 1.0, 1.1, 1.2  
CEC APS: 3.0, 3.1, 3.5, 4.0 | Research question(s), measurement system, method and design sections are clearly stated and developed in a way that will directly lead to a noteworthy study. | Research question(s), measurement system, method and design sections are clearly stated with potential for significant results. | Research question(s), measurement system, method and design sections are clearly stated. | Proposed statistical methods are described with follow-up analyses (if appropriate) and the statistical method is not understood or relevant to the topic being studied. |
| **Research Methodology II**  
CEC PPS: 7.4  
CEC APS: 4.2  
KTS: 7.2, 10.4 | Proposed statistical methods are fully described with follow-up analyses (if appropriate) and a clear understanding of the analysis is evident. | Proposed statistical methods are described with follow-up analyses (if appropriate) and a clear understanding of the analysis is evident. | Proposed statistical methods are described with follow-up analysis (if appropriate) and the analysis is appropriate. | Proposed statistical methods are described with follow-up analyses (if appropriate) however the statistical method is not understood or relevant to the topic being studied. |
| **Conclusions/ Discussion**  
CEC PPS: 7.4  
CEC IPS: 6.0  
CEC APS: 6.0  
KTS: 7.3 | Discussion section is detailed, consistent with data reported, ties back to previous research and includes what the researcher hopes to find out as a result of the study. Includes detailed explanation of future. | Discussion section is detailed, consistent with data reported, and includes what the researcher hopes to find out as a result of the study. Includes detailed explanation of future. | Discussion section is adequate, does not contradict data reported, and includes what the researcher hopes to find out as a result of the study. Includes some future. | Discussion section is absent, contradicts data reported, and/or does not include what the researcher hopes to find out as a result of the study. Does not include future research/teaching implications, or |
<table>
<thead>
<tr>
<th>Ethics in Research</th>
<th>The manuscript addresses measures taken to protect participants from harm, ensure confidentiality of data, and avoid deception. As written, the proposal meets the criteria for IRB approval.</th>
<th>The manuscript addresses measures taken to protect participants from harm, ensure confidentiality of data, and avoid deception. The proposal may need minor revisions to meet the criteria for IRB approval.</th>
<th>The manuscript does not address ethics in research or does not accurately address ethics in research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Formatting</td>
<td>Manuscript is written in APA format throughout including adherence to APA mechanics and stylistic guidelines.</td>
<td>Manuscript reflects a reasonable attempt to maintain APA format.</td>
<td>Lacks reasonable attempt to maintain American Psychological Association (APA) format.</td>
</tr>
</tbody>
</table>

CEC Professional Practice Standards (CEC PPS)
CEC Initial Preparation Standards (CEC IPS)
CEC Advanced Preparation Standards (CEC APS)
Kentucky Teacher Standards (KTS)

Appendix D

Participation Rubric

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>10 points</th>
<th>7 points</th>
<th>4 points</th>
<th>0 points</th>
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<tbody>
<tr>
<td>Indicators (as observed in discussion chat logs available to instructor)</td>
<td>Student engages in frequent, ongoing, and meaningful interaction during discussion and/or team tasks that substantively add to the task or discussion; student attends all classes</td>
<td>Student engages in discussion and/or team tasks but does so infrequently or with brief responses that do not equally add to the collaborative task or discussion; student attends all classes</td>
<td>Student engages in no discussion or does so in such a manner that it does not substantively add to the task or discussion; student misses 1 class</td>
<td>Student engages in no discussion or does so in such a manner that it does not substantively add to the task or discussion; student misses 1 class</td>
</tr>
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</table>
Appendix E: Examples of Agreements with UofL CEHD and Partners Attached

E.1  Teacher Leader Master’s-JCPS 2009-Present
E.2  Teacher Leader Master’s-OVEC 2009-Present
E.3  Oxley Proposal for Signature Partnership Initiatives
E.4  OVEC Facilitator Agreement
E.5  OVEC Cognitive Coaching Agreement
TRANSFORMATION THROUGH COLLABORATION
Nystrand Center of Excellence in Education

UNIVERSITY OF LOUISVILLE
NYSTRAND CENTER OF EXCELLENCE IN EDUCATION
Dean's Message

The Nystrand Center for Excellence in Education has grown exponentially since its establishment in 1987. Everyone who has ever worked in or has been affiliated with the Center has contributed in part to the many accomplishments that we are proud to share with you in this new booklet.

The Center continues to build and strengthen our community through partnerships which impact not only our teacher candidates through a direct model of teacher preparation, but has had an impact on teachers and principals with whom we worked with over the years. Our teacher candidates and faculty become a part of the daily life of the schools in which they teach and learn and are forever changed and inspired by their experiences.

I am proud to introduce Dr. Tasha Lefek Lemon as the new director of the Nystrand Center. She is an Associate Professor in the Department of Early Childhood and Elementary Education and collaborates with teachers and administrators in the development of clinical research and community engagement at our Signature Partnership Initiative schools. Her area of research includes the study of middle and high school teacher professional development across their careers, and the role of the clinical research sites in preservice teacher education. She is author of Born Mean to Write: Writing Strategies for English Language Learners and co-author and editor of Issue of Responsibility: Critical Dialogue Across Educational Generations. Dr. Lemon will work closely with Dr. Everette Bynder, who continues in his role as the Literacy for School District and School Partnerships for the Nystrand Center.

I would also like to congratulate Dr. Sharon Mach on being selected as the 2016 Nystrand-Offutt Scholar. Dr. Mach is a research member at the CBP, and her area of research focuses on understanding and positively impacting the experiences of underserved populations, particularly women and girls of color. We are grateful for the generous support of George and Nancy Offutt who make this scholarship possible.

We welcome new members of the Nystrand Board of Directors and look forward to sharing with you and receiving feedback and guidance on the programs and initiatives that are part of the Center. We are committed to 21st Century Education and continuous improvement.

The College and Center are dedicated to transforming our education communities through positive collaboration and providing the highest levels of learning for all students. We deeply value the opportunities we have to make a visible and lasting difference in addressing the diverse needs of our schools and communities as a whole. We will continue to take flight in the education, human development, and human performance dimensions of our work.

—Dr. Anna B. Lear, Dean
College of Education and Humanities Development

“People in schools know some things we don’t know, we exist to work with the profession, and we could not be effective if we were not engaged.”

—Dr. Ray Nystrand
Director’s Message

Recently, I visited a second-grade classroom at J. B. Peden Academy for Excellence in Teaching and Learning, one of the college’s Signature Partnership Initiative schools. Staff and service teachers were also in the room, conducting writing conferences with individual children. At the back table I could hear the children, the discussion, and the whispering. One child said to another, “Do you know what I am going to be when I grow up?” “No,” I replied. “An author and an illustrator because I love writing and I love art.” It is these everyday playful learning moments between teachers, children, and university students that inspire the work of the Nystrand Center for Excellence in Education (NCCE).

Dr. Ray Nystrand said in the spring of 1999, “People in schools know some things we don’t know; we need to work with the profession, and we could not be effective if we were not engaged.” Dr. Nystrand’s beliefs about education are the foundation of the Nystrand Center for Excellence in Education’s mission—transformation through collaboration. In the first few months as the new director, I have met with faculty members who direct projects through the NCCE. Each of the initiatives works in collaboration with educators to transform teaching and learning. I am moved by the collective commitment of diverse personnel, university faculty, NCCE students, and the public schools we serve, to learn with and from one another, and to engage local communities in what is possible in education, not typical.

As I step into this new role, I look forward to extending and elevating the work in the Nystrand Center by building and supporting a strong research foundation in order to study NCCE initiatives and to disseminate findings in publications and presentations. It is an exciting time at the University of Louisville, and the Nystrand Center for Excellence in Education is committed to its history and to its future collaborations and transformations.

— Todd Tripp Leman
College of Education and
Human Development

“I am making a shift in my practice—when parents ask, ‘when will they learn to read?’ I will reply, ‘they already are!’

— KPP Participant

History of the Nystrand Center of Excellence in Education

In 1994, the Kentucky General Assembly passed a law that authorized the establishment of the Center for the Collaborative Enhancement of the Teaching Profession, as a model for joint applications by the University of Louisville and Jefferson County Public Schools. The center was named in 1997 for the Nystrand Foundation in recognition of Dr. Ray Nystrand who led the college from 1976 until his passing in May 1999.
SPECIAL PROGRAMS AND INITIATIVES

2016 Nystrand-Oufft Scholar: Dr. Sheron Mark

Dr. Sheron Mark is the 2016 Nystrand-Oufft Scholar and an Assistant Professor in the Department of Middle and Secondary Education. Dr. Mark was born and raised in Trinidad and Tobago and migrated to the U.S. in 2005 to begin her undergraduate career as a track and field student athlete at Virginia University. At Virginia, she earned her undergraduate degree with honors in Biochemistry in 2008 and a Master of Science in Chemical Engineering in 2008. Reflecting on her own experiences as a woman of color in science, technology, engineering, and math (STEM) as well as the experiences of her peers, Sheron became interested in understanding and positively impacting the experiences women and girls of color, as well as other diverse and underrepresented populations in STEM. In support of this, Sheron then earned her Ph.D. in Curriculum and Instruction with an emphasis on STEM education in 2012 from Kent State University, followed by a postdoctoral research and teaching fellowship at Loyola Marymount University. Sheron is passionate about growing the representation and support of diverse participation in STEM education as a means to support their overall empowerment in society and to do so in non-traditional and culturally responsive ways.

Her proposal, Culturally Relevant STEM Education: A place for Joy and Social Justice, aims to implement a culturally responsive model of social justice in STEM education focused on growing diverse and marginalized students’ capabilities in the practice of STEM thinking, and grow their sense of belonging in school by engaging them in cultural reflection and critique.

Cognitive Coaching

Dr. Maggie McCabe, Associate Professor, Department of Middle and Secondary Education, at the University of Cincinnati, offered training and facilitated the Cognitive Coaching® training for educators. Cognitive Coaching® is a form of coaching that can assist teachers, coaches, and administrators as they support others in becoming more self-directed. In the Cognitive Coaching Seminar, participants learn the skills, strategies, conversation maps, and communication tools needed to be a mediator of thinking. Participants learn how structured conversations for planning, reflecting, and problem resolution. They also develop knowledge and skills for engaging teachers thinking.

To date, 750 teacher educators, classroom teachers, coaches, and administrators from the Ohio Valley Educational Cooperative (OVEC) region, and beyond have participated in the 4-day Cognitive Coaching Seminar®. In addition, 350+ Ohio cooperating teachers, University supervisors and assistant principals have participated in Cognitive Coaching® workshops that range from three hours to two days in length.

Cognitive Coaching® recently created a new coaching map designed to engage teachers in assessing their own performance, related to a set of standards (like the Kentucky Framework for Teaching and the Professional Growth and Effectiveness System (PGES)). The goal is for teachers to share responsibility for self-assessment and then self-proclaiming personal responses to the actual assessment rather than simplifying the results of an evaluation. Cultivating conversations with teachers to reflect on personal practice is the centerpiece of the Kentucky Framework for Teaching, and to assess it so that they can integrate the insights gained into their practice (Costa, & Gipe, 2004).

Dr. McCabe became qualified to offer this training in 2015 and 50 people have already received the training. Cognitive Coaching® recently merged with Adaptive Schools to form the Thinking Collaborative. Dr. McCabe became an Agency Trainer for Adaptive Schools in response to requests from local schools.

In the Adaptive Schools Seminar, participants learn practical frameworks and tools for developing collaborative groups. Participants study ways to influence and maintain productive and satisfying meetings in which members develop new norms and skills for collaborative decision making, goal clarification, problem solving, and decision making. The seminar is specially designed to support administrators, teachers, district personnel, and instructional coaches who want to manage small teams, site councils, shared decision making groups and faculty committees.
Louisville Writing Project

Jean Wolfe is the Director of the Louisville Writing Project (LWP) and an instructor with the Department of Middle and Secondary Education.

In 2016-17, LWP will celebrate its 35th year as a site of the National Writing Project and partner to schools in the Jefferson County Public Schools (JCP) and Ohio Valley Educational Cooperative (OVEC) districts. Preparations for a May anniversary dinner are in the works, with future events from the initial cadre having met this fall to capture memories for a history of LWP that will be unveiled at the celebration.

Since LWP's beginning, approximately 775 teachers have come to the University of Louisville to hone their skills as writing instructors in the LWP Summer Institute and to learn to be literacy leaders through their continued affiliation with the LWP network. This year's summer institute, known as LWP XXIII, tackled issues of social justice and the role of the classroom teacher in making a difference. Teachers from other cadres have joined them in a book study of The Antidote, with participants planning spring classroom social justice projects.

UofL is also the site of the Kentucky Writing Project Network (KWP) office. Springing from Jean Wolfe's work on the national Writing Project's 13 College Ready Writers Program (CRWP), 23 Kentucky Writing Project teacher leaders have been engaging K-12 teachers of all content areas in opinion and argument writing. This KWP version of CRWP is the Rural Schools Professional Development Initiative. This fall 13 Kentucky districts have been implementing materials and processes which were developed as part of the Investing in Innovation grant from the U.S. Department of Education as well as from outreach funds provided by the Kentucky Department of Education. Jean has also been working with teachers in Alabama and Missouri to demonstrate this new model for teaching argument writing, one that is showing great promise. National results from this work were announced in November, 2015.

and showed that the strategies made a statistical difference in student writing achievement on all measures.

LWP maintains an extremely active schedule, logging over 13,000 contact hours during the last school year. Running 23 separate programs with a combined total of 152 activities allowed the Louisville Writing Project to provide professional development to nearly 1,600 teachers from 89 Kentucky counties in 2014-15 alone. In addition to our traditional invited summer literacy leadership institute, open-enrollment workshops (such as Working with English Learners, Technology and Literacy, 'Math-like' Storytelling, Argument Writing, Opinion Writing, and focused on science/journalistic writing), short-term and long-term training, our fall and winter conferences, and the projects mentioned above, LWP recently has added seven other exciting new initiatives.

> Affiliation with the Scholastic Art and Writing program, which involves scoring thousands of student entries in categories ranging from poetry to memoir to flash fiction and journalistic writing.

> WRITE CARPE, an extremely popular week of writing for students in grades 6-12 and for teachers of those grades, with a focus on genres that are accepted by the Scholastic contest.

Continued on Pg. 6
Louisville Writing Project

teachers are using CRWP materials and process to improve student's abilities to engage in opinion writing.

> Good Clarity Coach (GCC) Leadership Academy, a new model for job-embedded professional development that is designed to improve GCC skill in facilitating classroom discussions of effective writing instruction and engaging teachers in improving student achievement in writing. After successful pilot last spring, GCC is now funding a new cadre. The program is co-led by Dr. and GEDC doctoral student Sandra Rogers and funded by the National Writing Project High Needs School Professional Development grant. Using a modified lesson study approach.

> English Learners Content Writing Leadership Academy, a pilot funded by NWP to develop capacity for meeting English Learners needs so that they can master academic writing in all content areas. Leaders are GEDC doctoral student from McGhee, Dr. Elizabeth Sutton, and Lee Wolp.

> KWP Zoom In, a partnership with KEC (Education Development Center, Inc.), an international nonprofit that designs, implements, and evaluates programs to improve education, health, and economic opportunity worldwide. The focus of this initiative is on informational and argument writing in Social Studies.

Kentucky Reading Project

Dr. Tammi Jones, Clinical Faculty, in the Department of Early Childhood and Elementary Education and University Faculty Leaders of the J. E. B. Stetson Academy for Resilience in Teaching and Learning, directs the Kentucky Reading Project (KRP). Dr. Tammi Jones, Associate Professor in the Department of the KRP, serves as the co-director. The mission of the project is to engage in a site for the KRP teachers and to equip and empower teachers to improve reading instructional practices in their classrooms. During the two

week Summer Institute, teachers design a comprehensive, research-based literacy Action Plan, which will be implemented in their classrooms during the remainder of the school year to meet their diverse learners' needs.

The emphasis of the University of Louisville's cohorts is:

> Building literacy instruction
> Promoting inquiry-based interdisciplinary curriculum development
> Exploring the role of digital literacy arts, and play in literacy teaching.
> Expanding our understanding of using children's literature in relation to the Common Core State Standards.
> Developing a literacy curriculum that builds on students' languages, lives, and interests.

"I will always remember by helping all children feel like confident readers."

— KRP Participant

The KRP reading graduate level course consists of a summer institute, followed by a follow-up session during the year, and at least one coaching visit to each teacher. To date, over 550 teachers have graduated from the KRP cohort. In June 2015, the KRP Cohort, held at Cardone Elementary School, completed its 17th summer KRP Institute.

During the 2015 Institute, KRP teamed up with the Louisville Writing Project (LWP) to spend a day with local children's book author Maia Brady. Part of the day was spent meeting the author and then learning about the author's writing process. The second half of the day focused on classroom applications for reading and writing workshops.

"It's a joy to get to know and work with teachers who are dedicated to making their reading programs the best they can be," said Brady. "Dr. Davis and Lionetti and doctoral student, Tyanesia Wells-Smith are currently analyzing data from the summer institute and preparing to publish their results about the impact of KRP on teachers' professional knowledge regarding literacy instruction.

80
Kentucky Teacher Internship Program

Peggy Woods serves as Regional Coordinator for the Kentucky Teacher Internship Program (KTP), which is an instructor in the Department of Middle and Secondary Education.

Research indicates that traditional internship programs provide a powerful tool for closing the teacher quality gap and ensures that all students, regardless of differing backgrounds, have a true opportunity for success. KTP has capitalized on this research by developing a comprehensive and innovative mentor system that enables beginning teachers to become highly skilled in the use of best practices in the classroom.

Initially the transition from teacher preparation to induction can be overwhelming. In order to mitigate the first year of teaching, it is imperative that we support those new to the profession by extending a true collaborative effort within the school community. Since 1996, KTP has facilitated the assignment of a three-member committee to each new teacher in the Commonwealth. The committee consists of a building principal, a colleague who serves as resource teacher, and a third member appointed by the university. For the school year, there are 68 of these university representatives, refered to as mentor educators, who are serving 729 interns in the program. The major responsibility of this committee is to act as a mentor group for the new teacher, and provide direction for continuous professional growth. Guidance offered by this committee reinforces efforts undertaken by beginning teachers as they explore strategies designed to demonstrate understanding of the Kentucky Teacher Standards and the Professional Growth and Effectiveness System. The process emphasizes continuous critical study of planning and instructional practice important to student learning and proficiency.

Alternative Certification

Jan Delbert, Clinical Faculty, serves as the Director of the Alternative Certification program. The program, now in its 15th year, is designed to provide exciting opportunities for secondary and special education candidates with a flexible, supportive opportunity to work as a full-time teacher while completing course work to earn Kentucky Teacher Certification, and a Masters in Teaching degree. Qualified candidates possess a Bachelor of Science or Bachelor of Arts degree and demonstrate competency in the content area they wish to teach by achieving passing scores on the Praxis test.

The Alternative Certification program has supported development of over 600 teacher leaders in local school districts across the state, as well as private and pre-school educators.

Candidates in the CEHD Dr. Alternative Certification program have distinguished themselves through varied professional experiences by serving as elementary teachers, department chairs, team leaders, district level resource teachers, school administrators and other service providers. This contribution significantly influences school and community.

Ohio Valley Educational Cooperative / UofL Partnership

The Ohio Valley Educational Cooperative (OVEC) and UofL Partnership is conducted by Dr. Buckner in 1999, under the OVEC and UofL Kentucky partnership. Under improved policies developed by the UofL/Ohio Valley Education Cooperative, the partnership has expanded to include additional services and opportunities. Among these are grants, mentoring, leadership and participation in the Content Networks, which support Kentucky's Academy. Nowadays, the program is known as the UofL on emerging teacher, leadership initiatives, and faculty research grants.

Signature Partnership Initiative (SPI)

Dr. Hunter Burden, Director for School and District Partnerships and Director of the Office of Educator Development and Clinical Practice, coordinates the Signature Partnership Initiative (SPI), and the administration of the district model of teacher preparation at partner schools for the CEHD. SPI is a University-wide initiative, which focuses on enhancing the quality of life and career opportunities for residents of West Louisville.

Dr. Buckner has served on the Community Engagement Committee over the past three years and was recently appointed to serve on the Community Engagement Steering Committee. The charge of the committee is to address the quality of life issues affecting the community. The committee's goals and funding sources which support the SPI schools.

Transformation

Through Collaboration
“Being able to relate to this student in particular, gave me a huge advantage in being able to assist him in his literacy skills and actually make a difference in his learning. I can honestly say I love him better than any of the students at my placements and it really benefited me because he is a student who needs to have a relationship with his teacher in order to feel safe in his learning environment.”

— Unlfi student participating in clinical model

Clinical Model for Teacher Preparation

The clinical teacher preparation model at the CEHD follows the medical clinical model for the preparation of doctors. The model is a simulation model for educator development that places students in all schools, so doctors are prepared in teaching hospitals. This program matches candidates with experienced teachers (cooperating teachers) in the schools and University supervisors in our partner schools. Through clinical or teaching strategies, they collaboratively design teaching, learning, and developing treatment plans and engage in ongoing education to determine how the treatment plan is working. The intensive program emphasizes content knowledge, critical thinking, problem solving skills, and content-specific exams. All cooperating teachers, university supervisors, and teacher candidates have completed the St. Cloud model of Co-teaching.

Mary K. Osley Foundation

The purpose of the Mary K. Osley Foundation, to which Dr. Oxley has been the primary benefactor and manager, has been to support educational efforts in West Louisville schools for the past five years. Funding has been used to address the challenges in these high-needs schools and to support teacher retention by supporting tuition assistance through the Clinical Teacher program for teachers working on their Master’s degree and increasing teacher leadership capacity by providing financial support for teachers who wish to pursue National Board Certification. These funds have also supported pre-service and professional development for the teachers in the CEHD schools.

In 2014, the Mary K. Osley Foundation followed the original gift of $1 million to the CEHD with a new donation of $5 million. The new funds provided additional $2.5 million endowment to match the Mary K. Osley Foundation, which will be used to support the CEHD for 2015-16. The new funds will be used to support the CEHD for 2015-16.

Clinical Model Partnerships

Funds from the Mary K. Osley Foundation helped establish the first CEHD clinical model site at J.B. Atkins Academy. In this model, CEHD family members teach content methods courses on-site at a designated University of Louisville classroom. Students work with CEHD family members to develop the plan and collaborate with the teachers on preparing for CEHD teacher candidates’ experiences in their classrooms.

The Osley Foundation funds support the expansion of the clinical model to Crutcher Elementary School during the 2015-16 school year and will continue to support the clinical model at J.B. Atkins Academy. Efforts are underway to begin a clinical model at Portland Elementary in the near future.

In 2013, the Kentucky Council on Postsecondary Education (CPE) awarded the CEHD a $139,000 grant to launch the clinical model at Westport Middle School. Funds from the CPE grant supported summer programs for the students, and funding for this model will continue through the 2016-17 school year.

Prior to the start of the 2015-16 school year, Unifi was awarded an additional $50,000 grant from the CPE, which will be used to build a clinical model at the high school level. The Levenson-Jefferson County Public Schools requested that the CEHD locate this model at Simon High School. CEHD faculty will continue to develop and refine the model during the 2015-16 school year.
Senate Bill 1 Grant

In 2016, the University of Louisville received $185,000 through a Senate Bill 1 (SB 1) grant from the Council on Postsecondary Education to fund the implementation of the components of SB 1. Dr. Breder is the director of the grant and chairs a Steering Committee composed of faculty from the CEMD and the College of Arts and Sciences (A&S).

Over the past few years, the grant provided support for Faculty Learning Communities to review and discuss the Kentucky Core Academic Standards (KCAS). These groups were comprised of faculty members from CEMD, A&S, and the Marion County Public Schools. Faculty have now received training and developed strategies to implement the standards.

Currently, the CEMD and A&S faculty are collaborating on developing engaging instructional strategies to support high levels of learning in beginning chemistry classes. Funds from the SB 1 grant will provide stipends to faculty members for planning, observing, and implementing engaging learning in their classes. In addition, stipends from the grant will be paid to faculty participants in the Kentucky Department of Education and CEMD Center and Leadership Networks during 2015-16.

Office of Education Development and Clinical Practice

Diana Morrison is the Coordinator of Field and Clinical Practice for the Office of Education Development and Clinical Practice (OEDC). She is the director of the OEDC’s educational programs, as well as its clinical programs.

The OEDC collaborates with district schools and community organizations for the placement of candidates in all phases of the developmental model throughout the unit (e.g., early professional experiences, content methods, clinical/field experiences, and student teaching). The OEDC provides support for candidates and supervisors, and coordinates the efforts of the university and the school district.

Professional development and orientations are offered to all cooperating teachers. The OEDC ensures that candidates have experiences with diverse student populations and meet regulatory guidelines for field experiences.

Collaborations with the Early Childhood Research Center

Two ongoing projects exemplify the Early Childhood Research Center’s (ECRC) strong partnership with the University of Kentucky. The Competing Stressors Project (Dr. Gary Whitmore, PI) and Dr. James Byrd (co-PI) document the late adverse and strengths of families in the Family Scholar House. The project also documents the late adverse and strengths of families in the Family Scholar House. The ECRC also partners with the University of Kentucky to provide a day 5 of professional development for elementary and preschool teachers. This year’s keynote speaker was Dr. Alan Kremer Professor at Hofstra University who contribute to the conference of PACE Analysis. Dr. Kremer’s keynote speech was a focused on the process called Postoperative PACE Analysis, which allows readers to engage in an ongoing dialogue and the reading process.
The Holmes Scholars® Program

The Holmes Scholars® Program was originally established in 1991 by the Holmes Group (which later evolved into the Holmes Partnership) with the primary goal of establishing equity, diversity, and cultural competency in programs of higher education and P-12 schools. The program was designed to enrich the scholarly experience and professional training of talented graduate-level students from underrepresented minority backgrounds or students with disabilities pursuing careers in education. Under the leadership of Raphael D. Nyemah, the School of Education (now the College of Education and Human Development) became a charter member of the Holmes Group, a consortium of seven universities founded in 1985 for the purpose of improving teacher education.

In 2011, the American Association of Colleges for Teacher Education (AACTE) assumed ownership of the distinguished Holmes Scholars® Program, becoming the AACTE Holmes Scholars® Program. The AACTE Holmes Scholars® Program provides mentorship, peer support, and professional development to education doctoral students from historically underrepresented backgrounds, especially those who are from ethnic and linguistic minorities. Participating universities may offer scholarships, fellowships, or tuition waivers in addition to mentoring and financial support for scholars to attend national conferences. Nearly 700 scholars have benefitted from the program since its inception by the Holmes Partnership in 1991.

CEHD Holmes Scholars

Yolanda Williams is a Ph.D. candidate in Counseling and Personnel Services with a concentration in Counseling Education and Supervision. She is a member of the Minority Research Committee of the Holmes Scholars® Program.

Holmes Scholars Alumni

- Dr. Steven Brillman, Campus Associate Dean of Instruction, Metropolitan Campus of City University of New York, and Associate Dean of the City University of New York, Graduate School of Business
- Dr. Kimmy Carperman, Educational Researcher, American Institutes for Research
- Dr. Robert Crossman, Assistant Professor, Assessment and Learning, City College of New York
- Dr. Tina Dennis, Postdoctoral Research Fellow and Program Manager, Nyemah Center for Excellence in Education

Annual Holmes Scholars Summer Policy Institute

The annual AACTE Holmes Scholars Summer Policy Institute is part of AACTE’s Washington Week, which includes participation in AACTE’s Day on the Hill, meetings with members of Congress and their staff, and participation in national policy organizations, and attending networking events with AACTE state chapter leaders. CEHD Holmes Scholars, Jolin Smith, was a participant at this year’s event.

AACTE Annual Meeting

AACTE’s 69th Annual Meeting was held February 27 through March 2, 2015 in Atlanta, Georgia. Holmes Scholars, Yolanda Williams and Yolanda Williams, attended the conference, and Yolanda Williams presented a scholarly poster at the Holmes Scholars Symposium titled, “Clinical Preparation Programs According to Teacher Candidates.”
Nystrand Center of Excellence Advisory Board

> Ms. Venita Bismore, Principal, Academy of Shawnee
> Dr. Harriett Buckler, Vice Chair, Board of Directors, Nystrand Center, CA-ED
> Dr. Nikkiya Overstreet, Director of Early Learning, Teacher Professional Development, CA-ED
> Dr. Julie Dietrich, Associate Director of Undergraduate Education, Professor, ASU
> Dr. Ralph Fitzpatrick, Associate Dean, Office of Community Engagement
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> Dr. William Halasz, Associate Professor of Education, Graduation and Retention, CA-ED
> Dr. Geoffrey Jones-Allard, Chief, Department of Educational Leadership, Evaluation and Organizational Development
> Ms. Theresa Jensen, Radiant Administrative Assistant, JCP
> Dr. Ann Larson, Dean, College of Education and Human Development
> Mr. Bret McKinnon, President, Jefferson County Teachers Association
> Ms. Stephanie Nutter, Principal, J.B. Allen Academy of Early Childhood Education
> Ms. Sue Podgett, Former Educator, Community Representative
> Mrs. Nancy Robinson, Community Volunteer, Bull, Adapted Learning
> Ms. Beth Fuller, Social Worker, Community Outreach, Traditional Elementary
> Mr. Jude Zeller, Principal, Westport Middle School
> Ms. Angelia Hadd, Principal, Portland Elementary School
> Dr. Amy Swickard, Chair for the Department of Early Childhood and Elementary Education
> Ms. Tracey Harris, Director of Clinical Support, Ohio Valley Educational Cooperative
> Dr. Rob Hovda, Dean, San Diego State University, Honorary Board Member
> Mr. Joe Leffler, Assistant Superintendent, Jefferson County Public Schools
> Dr. Tamara Jackson, Associate Professor, Indiana University-Purdue University Indianapolis
> Ms. Karen Brantham, Assistant Superintendent for Curriculum & Instruction, Jefferson County Public Schools
> Ms. Sarah Yost, Teacher-in-Residence, Westport Middle School
> Ms. Kristin Kari, Holmes Scholars, 2019-2020
> Ms. Amanda Swain, Teacher-in-Residence, Alliance Academy of Excellence in Teaching and Learning
> Dr. Michelle Bryan, Associate Professor, Kentucky University, Georgia Regents University

“The experiences I shared with this second grader this semester have opened my eyes to many things like the thought processes of children. This case study was encouraging in the sense that I was able to see the impact that just one person can make on a child’s life in such a short period of time.”

— UofL student participating in clinical field at Ashland
EDAP 677: Developing Collaborative Groups: Facilitating, Coaching, Mentoring, and Collaborating

UNIVERSITY OF LOUISVILLE
Department of Teaching and Learning

Instructor: Winn Crenshaw Wheeler, Ph.D.
Telephone: 502.298.8705
Meeting Time: TWTH 4:00-7:00 (begins June 2)
Location: Education 113
Email: winn.wheeler@oldham.kyschools.us
Hours: Before and after class by appointment

Catalog Description

This course (a) addresses knowledge, skills, and dispositions for teachers to enhance effective practice with peers in schools; and (b) develops evidence-based strategies to support reflective, self-directed teachers who positively impact student achievement.

Course Purpose

This course a) builds the capacity of teacher leaders to develop collaborative, inquisitive, adaptive professional learning communities in which student learning is central; b) addresses knowledge, skills, understandings, and dispositions to facilitate effective practice with peers in schools; and c) explores evidence-based strategies to support reflective, self-directed teachers who positively impact student achievement.

Required Readings, Texts


Technology Requirement

All assignments are to be completed on LiveText or BlackBoard as noted in the assignment description. Continuing and regular use of e-mail and BlackBoard is expected. You will need to have access to the Internet to complete some activities for the course. Several computer labs are available on campus if you do not have Internet access at your home. All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program. If you do not already have a
LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled. A LiveText student membership may be purchased at www.livetext.com or from the University bookstore. The student membership fee is $98 for five years. Additional years may be added to an account at a reduced rate for those students who remain at the University of Louisville beyond the life of the five-year subscription. Information about LiveText and how to purchase an account are available at https://louisville.edu/education/livetext.

Relevant Professional Standards Met by Course/Student Leadership Outcomes

Essential Questions

- What is the work of an effective teacher-leader?
- How might teacher leaders/instructional coaches build capacity and make student learning central to their work?
- How might coaches effectively handle challenging situations?
- How might a coach effectively integrate and engage all members of the professional learning community?
- How do teacher leaders plan and organize professional development which is relevant and appropriate to both individual needs and overall school planning?

Course Objectives

As a result of the course, the candidate will be able to:

- Mediate the thinking of peers through using planning and reflecting conversations
- Initiate and facilitate collaborative, collegial, group meetings in which student learning is central
- Communicate effectively with colleagues who may have different perspectives or beliefs
- Plan and organize job embedded professional development related to k-12 student needs and the professional needs of the learning community

Essential Understandings

As a result of the course, the candidate will understand:

- Effective coaching is about getting the coachee from where he/she is to a desired state
- Capacity building through professional development occurs as a commitment to learning over time rather than “one-shot” presentations
- Student learning, understanding and achievement are central to the work of effective school groups - further these groups are effective because of a commitment to adaptivity, inquiry, and collaboration
- Effective coaching relationships are established through trust, rapport, and mutual respect (very different people can have quite effective coaching relationships.)
### Essential Knowledge and Skills

As a result of the course, the candidate will know and be able to:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Optimism and its role within schools</td>
<td>Employ the norms of collaboration</td>
</tr>
<tr>
<td>Reflecting Conversation (Map) Planning Conversation (Map)</td>
<td>Ask mediative questions to open and clarify the thinking of a coachee</td>
</tr>
<tr>
<td>Group Member Capabilities</td>
<td>Plan a variety of job embedded pd experiences</td>
</tr>
<tr>
<td>Ways of talking</td>
<td>Reflect on group member capabilities</td>
</tr>
<tr>
<td>Instructional leadership involves different roles</td>
<td></td>
</tr>
<tr>
<td>including - consulting, collaborating, and coaching</td>
<td></td>
</tr>
<tr>
<td>Strategies for bringing about collegial, collaborative work</td>
<td></td>
</tr>
<tr>
<td>Methods of embedded professional development</td>
<td></td>
</tr>
</tbody>
</table>

### Conceptual Framework

**Shaping Tomorrow: Ideas to Action**

The conceptual framework, Shaping Tomorrow: Ideas to Action, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of Inquiry, and through active engagement and skilled training in methods of rigorous Research, candidates develop the knowledge, skills, and dispositions to become Critical Thinkers. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of Action, and through continual Practice, candidates develop the knowledge, skills, and dispositions to become Problem Solvers in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of Advocacy, and through dedicated, committed Service to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become Professional Leaders. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

### Relationship to Conceptual Framework

The focus of this course is to support candidates as they implement coaching/mentoring skills in order to help other become reflective, self-guided individuals. Under the construct of Inquiry,
candidates will develop the knowledge, skills, and dispositions to become critical thinkers and to support others in becoming critical thinkers. Under the construct of Action, candidates will develop the knowledge, skills, and dispositions to become problem solvers and to support others in becoming problem solvers. Under the construct of Advocacy, candidates will develop the knowledge, skills, and dispositions to become professional leaders and to support others in becoming self-guided individuals through integrating culturally proficient communication and mediation skills.

Content

- Current research on coaching and mentoring
- Coaching and mentoring responsibilities
- Developing trust and rapport
- Professional development tools
- Mediation skills
- Communication, observation, and listening skills
- Norms of collaboration
- Developing and facilitating groups

Course Requirements

1. Hallmark Assessment – Professional Development Plan - (100 points) – The candidate will create an implementation plan for professional development at their school.
2. Reflective Essays (2 @ 30 points each) – The candidate will complete two reflective essays. One will detail his/her experiences with the planning conversation and the other will detail his/her experience with the reflecting conversation. Through the course of the essays, the candidate will describe in detail his/her interaction with a coachee and reflect on strengths and areas of growth.
3. Blackboard Posting on Essential Questions (30 points) - Throughout the course, the candidate will address each of the Essential Questions through posting on related threads on Blackboard. Candidates are expected to answer the questions at least 3 times. Through this experience it is important to engage in conversation with classmates about the posted answers. Dialogue should be used to uncover and explore personal thinking as well as the thinking of others. In the virtual environment, think about how the norms of collaboration can still work. Be intentional about using the norms such as posing questions and pausing and paraphrasing to uncover the thinking of others as well as deepen personal understanding.
4. Final Self-Assessment using Kentucky’s Guide to Reflective Classroom Practice on Livetext (Only applies to students in the last 6 hours of the Teacher Leader M.Ed.)
5. Leadership/Collegiality/Attendance (24 points) – Students are expected to attend each class session and actively participate in class discussions and activities. The class will be enacted in a seminar format, which requires significant participation from students.

Students are expected to collaborate with colleagues in a professional manner and demonstrate their leadership abilities. Arriving late, leaving early, or missing class will result in losing daily participation points connected to this portion of the grade.
Candidates are expected to:

• Prepare carefully and completely for class. You must be ready to discuss all readings thoughtfully.
• Complete all assignments on time.
• Collaborate responsibly with colleagues.
• Interact professionally with classmates. You must demonstrate respectful standards of behavior during class discussions.
• Attend all class meetings. Class attendance and participation are considered in the final course evaluation. You are responsible for any information that you miss.
• Arrive to class on time.
• Maintain the highest standards of ethical integrity in all academic work. Cheating and plagiarism will not be tolerated.

Failure to demonstrate the above behaviors will have an immediate and severe impact on a student's grade. Please refer to the Code of Student Conduct found online at: http://louisville.edu/graduatecatalog/toc#Code_of_Student_Conduct

Criteria for Determination of Grades

Professional Development Plan Reflective Essay (2 @ 30 points each) Online Discussion of EQs Leadership/Collegiality/Attendance

Total

Percentage of Points Earned Grade 100-99 A+ 98-94 A 93-92 A- 91-90 B+ 89-86 B 85-84 B- 83-82 C+ 81-78 C 77-76 C- 75-68 D Below 68 F

100 points 60 points 30 points 24 points 224 points

Academic Integrity and Dishonesty

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

“Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to the following:

• Cheating
• Fabrication
• Falsification
• Multiple Submission [the same assignment should not be submitted for more than one course]
• Plagiarism
• Complicity in Academic Dishonesty” (UofL Code of Conduct, Section 5) Graduate Catalog: http://louisville.edu/graduatecatalog/toc#Code_of_Student_Conduct

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with me as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Department of Teaching and Learning ATTENDANCE Policy

Goal: To establish a high level of professionalism for every teacher.

• Attendance is REQUIRED at each class session
• If you are absent, you will not receive full participation credit for the course. The course syllabus will document the participation guidelines/requirements for each course.
• If you are absent, you must contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
• You must be on time for class sessions. Repeated tardiness will also impact your participation credit.
• Absences and tardiness will be considered in assessing your dispositions.
• If you are absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly, you MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.
• Extenuating situations will be considered on an individual basis.
• If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a Communication of Concerns.
• You may be required to complete additional assignments to compensate for class sessions for which you were absent. Even with these assignments, your participation credit may still be affected as described above.
• When you expect a prolonged absence (out more than a week), contact CEHD Teaching and Learning Staff 852-6431 U of L Dean of Students Cardinal Angel Program, 852- 5787 or DOS.louisville.edu. You will need to provide your name, student ID number, and circumstances.

Assignment Rubrics

Professional Development Plan (Hallmark Assessment) (100 points) (Rough Draft due June 30, final copy due July 7).

For the HAT, you will create a professional development plan for a PLC or school faculty. The PD Plan will follow the guidelines outlined in the course text, Powerful Professional Development (Yendol-Hoppey & Dana, 2010).

Part I: Overview

• A description of the group (PLC, grade-level team, entire school, content team) that will be the focus of the PD Plan
• A description of the school context of the group that will be the focus of the PD Plan

Part II: Background (Needs Assessment, Inquiry Question(s), Data Collection)

• The inquiry question(s) agreed upon by the group that will guide the PD
• Rationale for a focus on the identified inquiry question(s) including an overview of the data that justifies the proposed PD Plan
• A description of how the inquiry question(s) align(s) with school, district, and state goals
• Include the results of a data collection exercise that will support the group in answering the inquiry question(s) (see page 142 in PPD).

Part III: PD Plan/Theory of Change (Chapter 11 in PPD)

• Create a PD Plan/Theory of Change for the remainder of the school year that addresses the inquiry question(s). Be sure to include ways to assess your plan (pp. 144-146 in PPD).
• The PD Plan should include specific resources for each part of the plan and strategies described in sections II of PPD.

Part IV: Building Blocks for Job-Embedded PD (Chapter 1 in PPD)

• Describe how your PD Plan/Theory of Change addresses each of the Building Blocks for Job-Embedded PD.

HAT RUBRIC

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overview</td>
<td>5</td>
</tr>
</tbody>
</table>
• A description of the group (PLC, grade-level team, entire school, content team) that will be the focus of the PD Plan
• A description of the school context of the group that will be the focus of the PD Plan

II. Background (Needs Assessment, Inquiry Question(s), Data Collection)
• The inquiry question(s) agreed upon by the group that will guide the PD
• Rationale for a focus on the identified inquiry question(s) including an overview of the data that justifies the proposed PD Plan
• A description of how the inquiry question(s) align(s) with school, district, or state goals
• Include the results of a data collection exercise that will support the group in answering the inquiry question(s).

III. PD Plan/Theory of Change
• Create a PD Plan/Theory of Change for the remainder of the school year that addresses the inquiry question(s). Be sure to include ways to assess your plan
• The PD Plan should include specific resources for each part of the plan and strategies described in sections II of PDD.

IV. Building Blocks for Job-Embedded PD (Chapter 1 in PDD)
• Describe how your PD Plan/Theory of Change addresses each of the Building Blocks for Job-Embedded PD.

Overall style, organization, presentation, and writing, grammar, and spelling 5

Total Score 100

Coaching Conversation Essay Rubric
Planning Conversation Essay due June 17 Reflecting Conversation Essay due June 24

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>The coach provides a summary of the conversation. This includes key points and important walkaways from the conversation</td>
<td>6 points</td>
<td></td>
</tr>
</tbody>
</table>
What was discussed?

What was determined as a result of the conversation?

The coach analyzes the skills of paraphrasing and asking mediative questions. Specific examples of each are included and the coach evaluates the effectiveness of these.

The coach analyzes holistically the strengths and challenges of the conversations.

What went well?

What proved challenging?

What evidence supports your thinking?

The coach reflects on his/her learning in this process. What do I know and understand?

How might I need to work to improve?

What would I change if given the chance?

The coach uses conventional language and grammar in communicating his/her thinking in writing.

**ONLINE ENGAGEMENT RUBRIC**

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughtful participation in discussion on essential questions</td>
<td>9 points</td>
</tr>
<tr>
<td>Makes appropriate connections to theoretical or practical experiences – through making comments, sharing links, and posing questions</td>
<td>9 points</td>
</tr>
<tr>
<td>Demonstrates analysis and synthesis of content and experiences in reflecting upon questions</td>
<td>9 points</td>
</tr>
<tr>
<td>Demonstrates adherence to conventions of grammar, spelling, and mechanics (The discussion board is conversational in nature, so a less formal tone and presentation is acceptable; this expectation is to raise awareness about the use of grammar and conventions as a courtesy to readers and responders.)</td>
<td>3 points</td>
</tr>
</tbody>
</table>

**PROVISIONAL SCHEDULE OF CLASSES AND ACTIVITIES**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Overview</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2</td>
<td>Course Overview</td>
<td>AS - Foreward Introduction</td>
<td>Record answers to the Essential Questions on BB (Due 6/7)</td>
</tr>
<tr>
<td>June 7</td>
<td>Becoming Adaptive Two Ways of Talking</td>
<td>AS - Chapter 1</td>
<td></td>
</tr>
<tr>
<td>June 8</td>
<td>Dynamical Principles Group Member Capabilities</td>
<td>AS – Chapter 2</td>
<td></td>
</tr>
<tr>
<td>June 9</td>
<td>Structured Conversation: Planning</td>
<td>PPD – Chapter</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reference(s)</td>
<td></td>
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<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td>Reflection Peer Response to PD Plans</td>
<td>References</td>
<td></td>
</tr>
</tbody>
</table>
Battleground: Michael Grinder & Associates.


Hickey, M. E. & Thomas, R. S. (2012). Classroom-Focused Improvement Process (CFIP). Baltimore MD: Center for Leadership in Education, Towson University,


EDAP 681: Teacher Leadership in Practice
UNIVERSITY OF LOUISVILLE
Department of Teaching and Learning

Instructor: Pamela M. Jett, Ph.D.
Email: pmjett01@louisville.edu
Office: CEHD 249
Phone: 502-852-0574 (office); 502-609-6798 (cell)
Office Hours: Monday 2:30-4:30 @ Portland Elementary
Thursday 11:00-12:00 @ Atkinson Elementary
Thursday 3:00-4:00 @ UofL CEHD Rm. 249
Or by appointment

EDAP 607-75
Date: Thursday (01/07/16 – 04/28/16)
Time: 4:30 p.m. – 7:00 p.m.
Place: CEHD Room 102

Catalog Description
Addresses knowledge, skills, and dispositions needed for teacher leaders in their classrooms and schools. Focus will be on development of teacher leadership skills and action research to increase student achievement.

Course Purpose
The purpose of this course is to support teachers in developing the knowledge, skills, and dispositions needed to be a teacher leader in their classrooms and schools. The course will examine the importance of teacher leadership, models of leading for change, the design and delivery of effective professional development and the construction of an action research project to impact student achievement.

Required Readings & LiveText
LiveText® – Purchase online http://louisville.edu/education/admin-support/livetext.html

Recommened Reading:
ISBN: 1884585183
Relevant Professional Standards Met by Course
The "Advanced Performance Level" of the 2008 Kentucky Teacher Standards addressed most fully by this course are:

- Standard 1: Demonstrates Applied Content Knowledge
- Standard 2: Designs and Plans Instruction
- Standard 3: Creates and Maintains Learning Climate
- Standard 4: Implements and Manages Instruction
- Standard 5: Assesses and Communicates Learning Results
- Standard 6: Demonstrates the Implementation of Technology
- Standard 7: Reflects On and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership within School/Community/Profession
- UofL Standard 11: Understands the Complex Lives of Students

Kentucky Teacher Standards (Advanced-Level Performance)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tr>
<td>Participation and Professionalism</td>
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<td>Leadership Paper on School CSIP</td>
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</table>

Kentucky Standards for High Quality Professional Development. Available at

Relationship to NBPTS Standards and EPSB Themes

In this course, candidates will demonstrate the National Board Professional Teacher Standards (NBPTS) core propositions of a) being committed to students and their learning, b) becoming responsible for managing and monitoring student learning, and c) thinking systematically about their practice and learning from experience (NBPTS, 2009). Candidates will also display the core proposition of being members of learning communities as they develop a professional development session based on research in the school. This course includes a focus on the
Kentucky Program of Studies and the Core Content for Assessment, both components of Senate Bill 1 Kentucky Common Core Standards. The course aligns with the EPSB themes of diversity and closing the achievement gap by requiring that candidates design and plan an action research study based on leadership. Effective teacher leaders are focused on student achievement.

**Conceptual Framework: Shaping Tomorrow: Ideas to Action**

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of Inquiry, and through active engagement and skilled training in methods of rigorous Research, candidates develop the knowledge, skills, and dispositions to become Critical Thinkers. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of Action, and through continual Practice, candidates develop the knowledge, skills, and dispositions to become Problem Solvers in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of Advocacy, and through dedicated, committed Service to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become Professional Leaders. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<table>
<thead>
<tr>
<th>Conceptual Framework Constructs</th>
<th>Inquiry</th>
<th>Action</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs as Learned and Applied</td>
<td>Research</td>
<td>Practice</td>
<td>Service</td>
</tr>
<tr>
<td>Constructs Reflected in Candidates</td>
<td>Critical Thinkers</td>
<td>Problem Solvers</td>
<td>Professional Leaders</td>
</tr>
<tr>
<td>Unit Dispositions Reflected in Candidates</td>
<td>Exhibits a disposition to inform practice through inquiry and reflection</td>
<td>Exhibits a disposition to improve practice through information, knowledge, and understanding</td>
<td>Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference</td>
</tr>
</tbody>
</table>

**Relationship to Conceptual Framework to EDAP 607**

The focus of this course is to support candidates as they implement concepts of effective teacher leadership in order to impact student achievement. Under the construct of Inquiry, candidates will develop the knowledge, skills, and dispositions to become critical thinkers and to support others in becoming critical thinkers through exploration of organizational theories, the change process, and research on leadership and professional development. Under the construct of Action, candidates will develop the knowledge, skills, and dispositions to become problem solvers and to support others in becoming problem solvers by analyzing school improvement.
plans and designing high quality professional development. Under the construct of *Advocacy*, candidates will develop the knowledge, skills, and dispositions to become professional leaders and to support others by demonstrating accomplishments in partnering with students’ families and community, learning and teaching through professional development, and leadership experiences.

**Course Content**
- Principles of Action Research
- State, district, and school perspectives
- Organizational, management, and leadership structures, models, and approaches
- Standards & Indicators for School Improvement (SISI)
- Comprehensive School/District Improvement Plan (CSIP/CDIP)
- KDE Culture Audit
- Role of Site-Based Decision-Making Councils
- Definition of teacher leadership
- Leadership roles dispositions for success
- Effective leadership models and methods
- Theories of change
- Ethical and unethical practices
- Principles of high-quality professional development
- Staff development needs based on analysis of data
- Designing and facilitating high-quality professional development
- Kentucky Standards for Effective Professional Development
- Evaluating professional development

**Student Learning Outcomes/Course Objectives**
Candidates are expected to be able to:

1. Clearly articulate a personal definition of teacher leadership and change processes to support teacher leadership in the state, district, school, and classrooms.
2. Describe leadership roles that the teacher-leader candidate has fulfilled in a variety of settings: classroom, team/department, school, district, professional association and the dispositions for success in these roles.
3. Demonstrate knowledge of KY tools such as the Standards & Indicators for School Improvement (SISI), Comprehensive School/District Improvement Plan (CSIP/CDIP), Program Effectiveness Review for Kentucky Schools (PERKS), and KDE Culture Audit.
4. Explore effective leadership models and best practices for leading change.
5. Understand the role of Site-Based Decision-Making Councils in the culture and management of a school.
6. Evaluate professional development models and recommend which would be most appropriate in their particular context, using criteria that are consistent with National Staff Development and KY professional development standards.
7. Design and facilitate high-quality professional development.
8. Produce an action research study related to their practice and analyze findings and impact on future practice.
Interesting Other Readings
Looking at Time Used in Schools  http://www.teachingquality.org/content/MBLT

Course Requirements

The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being in class. We all learn from others, and your thoughts and questions are an important part of the learning process. Likewise, a professional attitude and demeanor are vital to success as a teacher leader. Therefore, the following rubric will be used for attendance, promptness, participation, and professionalism.

PARTICIPATION AND PROFESSIONALISM RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Exemplary Performance</th>
<th>Meets Standard</th>
<th>Unacceptable Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Does not miss a class.</td>
<td>Misses one class because of illness, emergency, or professional obligation. Notifies professor ahead of class missed.</td>
<td>Misses two or more classes and/or does not notify professor ahead of class(s) missed.</td>
</tr>
<tr>
<td><strong>Promptness</strong></td>
<td>Attends each class on time.</td>
<td>Is tardy for one class because of emergency or professional obligation.</td>
<td>Is tardy for two or more classes.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Read assigned text and other materials each week and can discuss thoroughly. Shares relevant experiences with others in class. Contributes to the overall quality of the learning environment by contributing thoughtful outside resources and information.</td>
<td>Reads assigned text each week and can discuss, but not in an in-depth fashion. Discussions are interesting but not inspiring. Shares relevant experiences with others in class.</td>
<td>Does not always read assigned text. Does not participate or participates minimally. Discussions are mechanical.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Assignments handed in on time and prepared with clarity, precision, and attention to detail. Team/group membership is positive and handled with a sense of responsibility. Seeks feedback from the Instructor.</td>
<td>Materials handed in on time. Team/group membership is positive.</td>
<td>Materials are not handed in on time and may or may not be clear. Team/group membership is confrontational or irresponsible.</td>
</tr>
</tbody>
</table>

**Participation and Professionalism (20%)**

Preparation and participation are critical components of this class and expected during each class meeting. You will read the assigned readings, recording your observations, thoughts and reactions in a notebook for sharing during class discussion. The class discussion is an important time to share your notebook entries that summarize your feelings about the selection and why it has meaning for you. Assignments that are relevant to the readings and larger projects are
expected to be completed in a professional manner. You will be a class discussion leader and active group member (rubric on page 17 of this syllabus) during the semester and will be making presentations of information found through your teacher action research (10-minutes), the leadership paper (8-minutes), and your professional development experience (6-minutes). Evidence of leadership is crucial to a successful class, and students are encouraged to explore the nature of leadership in the context of their own learning. This component of your overall grade will be assessed using the rubric above; the Chapter Leader discussion will be assessed using that rubric included in this syllabus found on page 17.

Some of the assignments in this course are: Chapter Assignments, Framing Your Study, Research Article Syntheses and the Literature Review.

**Leadership Paper on School CSIP (15%) – Due Class #5**

You will review your school’s comprehensive school improvement plan (CSIP) and student data relevant to that plan. You will then write a position paper analyzing the school’s data and CSIP goals and action plan and give an 8-minute presentation to the class explaining how teacher leadership is essential for the successful implementation of the school plan. The rubric is included in this syllabus on page 14. The paper should address the following:

- Analysis of school data (this will be good practice for the data you are collecting for your TAR)
- The people and the processes who are key to bringing about the change(s)
- The role a Teacher Leader might play
- Any other challenges you see related to governance, policy, or school culture

**Professional Development Experience (15%) – Due no later than Class #10**

You will design a comprehensive, high-quality professional development experience for your team, PLC, school or district that best meet the needs and components you identified in the School CSIP Position Paper and relate directly with the school’s professional development plan. Include the design/protocol, time line for implementation, and how you will evaluate the experience itself, as well as its potential impact on teacher leadership, instruction and student learning. A presentation to the class should last approximately 6-minutes. The rubric follows the Guskey model found in this syllabus on pages 15-16.

**Action Research - Hallmark Assessment Task (50%)**

You will produce a Teacher Action Research (TAR) study by identifying a robust question related to your practice, discussing and analyzing current literature, presenting a sound and appropriate selection of methodology, describing the methods used to collect data, analyzing and presenting data collected, interpreting and discussing findings and what they mean for your future practice, as well as addressing key issues such as validity, ethics and the researcher’s role. This is your chance to demonstrate knowledge by designing and executing an action research study and reporting the results both in the form of a written paper and an oral presentation/defense of 15-minutes. *You will include the contents of Chapter 9 in the concluding statements of your research paper.* Teacher leaders will follow the plan-act-observe-reflect model (Lewin, 1946) – this model can be found on Blackboard. Rubric and template are available on LiveText™ and in this course syllabus. The rubric can be found on pages 12-13 of this syllabus.
Teacher Action Research Synthesis Outline
(Compiled from Hubbard & Power, 1999; Marshall & Rossman, 1999; Smith, 1996).
With notes added by the Instructor.
→ Use this outline for writing your final Action Research Synthesis Paper.

I. Introduction & Purpose - 20% of HAT (can use some content from Leadership paper)
   - Overview of the “what” and the “how”
     - Provide a context about your school, your classroom, your students
   Research purpose and rationale (can use some content from Chapter 2 exercises)
     - What are your wonderings? What has caused you to want to pursue your research?
     - How does this fit with your CSIP? or, other relevant data sources?
     - What data exist that confirms your wonderings? (from CSIP or other data sources)
   General research question
     - In general, what are you thinking you want to know the answer to about your students and their learning?
   Forecast literature to be reviewed
     - Is there a key piece of literature that you have read, a quote, a statement that is driving your inquiry?
     - What do you hope to find in the literature that will address your wondering?
     - Provide APA citations at all times throughout this paper (see Owl Purdue)
   Limitations of Study
     - What might be some limitations that could affect your inquiry?

II. Discussion of the Related Literature – 20% of HAT Drafts due Class #7 & #8
   - 10 articles need to be read, synthesized, organized, and reported in a logical, meaningful manner with analysis and interpretation of what you have read

III. Summary Statement - 10% of HAT (Conclusion Section of the Literature Review)
   - This is a statement of purpose for your inquiry based upon the literature you have reviewed …
   Restated: “Here’s what I know about ‘x,’ here’s what I don’t know about ‘x’ and here’s what my study is going to attempt to reveal in light of these gaps in the literature.”
   - State your specific research question(s)

IV. Design and Research Methods - 20% of HAT Draft due Class #9 (can use info from Framing Your Study)
   - Context and activity setting
a. Description of students from whom will you collect your
data?
b. When and where will the data be collected?

- Data collection methods
   a. Name and describe each of the data collection methods to
      be used
   b. What is the scope of the data you intend to collect?
   c. Use Tables and Figures for each data collection tool you
      intend to use
      i. You may summarize surveys, questionnaires,
         pre/post-tests, etc.
   d. State specifically how each data collection method will
      attempt to answer your research question

- Researcher’s role
   a. What will be your role? Will you have collaborators?
      Describe these.

- Management timeline for research
   a. What is your proposed timeline for data collection?

- Validity, Ethical Concerns, Resources and Permissions

V. Data Analysis & Reflection - 10% of HAT Draft due Class #11

- Presentation of the collected data
  a. For each data collection method you named in the Design
     section, report the results in detailed Tables and Figures
  b. What have the data told you? How have you interpreted
     and analyzed the data? What portion of your research
     question do each data method help answer
  c. How does your data support, question or refute existing
     data that you read about in the literature?
     i. Cite the literature that supports your findings

- Use Appendices only for:
  a. Large Surveys
  b. Large Questionnaires
  c. Large sets of data such as K-PREP scores, large formative
     assessments

VI. Conclusion – 10% of HAT Draft due Class #13

- So what? What does this all mean? What is the relevance of your inquiry?
- Use the Literature you read and the data you have collected to support
  your conclusions.
- What gaps in the literature does your study help fill?

VII. Future Implications – 10% of HAT Draft due Class #13

- As a graduate student in the M.Ed. Teacher Leadership program, and as a
  teacher leader in your school and district, how can you provide leadership
  in your school setting with the findings of your study?
A Tutorial created by the authors of the textbook provides a very helpful site with explanations and samples of research. You can access it at https://inq.education.ufl.edu/inq-write-up-tutorial/
The rubric for the Hallmark Assessment is located at the end of the syllabus. Assignment sheets and rubrics for each assignment will be provided.

Criteria for Determination of Grade

- Assignments will be given a grade based on the rubric that accompanies each assignment.
- Communication with the Instructor about an alternative due date must be discussed prior to the due date for any consideration as long as the student can demonstrate progress on the work.
- If you are not satisfied with a grade on an assignment, you may redo the assignment. This policy only applies to assignments submitted on time. The Instructor will determine the revised due date.
- Late Assignments. In order to receive credit for assignments, an assignment must be turned in to Blackboard by 9:00 AM on the day that it is due. There will be a 10% point reduction per day for late assignments. You may only be excused in the case of an emergency (i.e., death in the immediate family, critical personal or family illness). Work/school-related responsibilities (i.e., meetings, other course work due at the same time) or family obligations (i.e., trips/vacations) do not constitute an emergency. No assignments will be accepted after the last day of the course.

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and Professionalism</td>
<td>20</td>
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<tr>
<td>Leadership Paper on School CSIP</td>
<td>15</td>
</tr>
<tr>
<td>Professional Development Experience</td>
<td>15</td>
</tr>
<tr>
<td>Action Research Project (Hallmark Assessment Task)</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<th>Percent of possible points</th>
<th>Grade</th>
<th>Percent of possible points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-99</td>
<td>A+</td>
<td>85-84</td>
<td>B-</td>
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<tr>
<td>98-94</td>
<td>A</td>
<td>83-82</td>
<td>C+</td>
</tr>
<tr>
<td>93-92</td>
<td>A-</td>
<td>81-78</td>
<td>C</td>
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<tr>
<td>91-90</td>
<td>B+</td>
<td>77-76</td>
<td>C-</td>
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<tr>
<td>89-86</td>
<td>B</td>
<td>75-68</td>
<td>D</td>
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<td>&lt;68</td>
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<td>F</td>
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Note: This grade scale is specific to this course and reflects the high expectations for a Capstone course in the M.Ed. Teacher Leadership program.
**Policy on Instructional Modifications**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with me as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

**CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

**Title IX/Clery Act Notification**

Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide [http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure](http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure).

**Technology Expectations & LiveText**

Continuing and regular use of e-mail and BlackBoard is expected. You will need to have access to the Internet to complete some activities for the course. Several computer labs are available on campus if you do not have Internet access at your home. PLEASE refrain from using your cell phone or accessing the Internet during class unless it is part of instruction.

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at [www.livetext.com](http://www.livetext.com) or from the University bookstore. Information about LiveText and how to purchase an account are available at [https://louisville.edu/education/livetext](https://louisville.edu/education/livetext). All other inquiries should be directed to [LiveText@louisville.edu](mailto:LiveText@louisville.edu).

LiveText phone number: (502) 852-1360.

**Plagiarism**
Representing the words or ideas of someone else as one’s own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it deems appropriate, including suspension or expulsion from the academic unit.

**Academic Integrity and Dishonesty**

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

“Academic dishonesty is prohibited at the University of Louisville…Academic dishonesty includes, but is not limited to, the following:

- Cheating
- Fabrication
- Falsification
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism
- Complicity in Academic Dishonesty”  (UofL Code of Conduct, Section 5)

**Research Statement**

Any research conducted in schools will be consistent with University of Louisville and school district human subjects research policies.

**Electronic Equipment**

You are expected to manage your electronic equipment so that it does not distract you or others during class. Answering, talking, or text messaging on cell phones, pagers, etc. during class is not appropriate and reflects poorly on your professional disposition and leadership abilities. If you feel there are circumstances that warrant an exception to this policy, you are expected to discuss it with the instructor before class.

**Policy on Cell Phones or Other Class Distractions**

In an effort to respect your classmates and instructor, please turn off phones (or put on silent notification) upon entering the classroom. If there is a special circumstance, notify the instructor in advance. Please refrain from text messaging, using your laptop to check email, or surfing the internet during class.

**Department of Teaching and Learning**

**ATTENDANCE Policy**

**Goal: To establish a high level of professionalism for every teacher.**

- Attendance is REQUIRED at each class session
- If you are absent, you will not receive full participation credit for the course. The course syllabus will document the participation guidelines/requirements for each course.
- If you are absent, you must contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
- You must be on time for class sessions. Repeated tardiness will also impact your participation credit.
- Absences and tardiness will be considered in assessing your dispositions.
- If you are absent TWICE from a course that meets once weekly, or THREE times in a course that
meets twice weekly, you MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.

- Extenuating situations will be considered on an individual basis.
- If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a Communication of Concerns.
- You may be required to complete additional assignments to compensate for class sessions for which you were absent. Even with these assignments your participation credit may still be affected as described above.

When you expect a prolonged absence (out more than a week), contact CEHD Teaching and Learning Staff 852-6431. U of L Dean of Students Cardinal Angel Program, 852-5787 or DOS.louisville.edu. You will need to provide your name, student ID number, and circumstances.

Bibliography
National Staff Development Council (2001). *Standards for staff development revised*. Oxford, OH: NSDC.
Hallmark Assessment Task (HAT) Rubric

Purpose

The focus of this course is to support candidates as they implement concepts of effective teacher leadership in order to impact student achievement. Under the construct of Inquiry, candidates will develop the knowledge, skills, and dispositions to become critical thinkers and to support others in becoming critical thinkers through exploration of organizational theories, the change process, and research on leadership and professional development. Under the construct of Action, candidates will develop the knowledge, skills, and dispositions to become problem solvers and to support others in becoming problem solvers by analyzing school improvement plans, designing high quality professional development, and implementing one of the entries of the National Board Professional Teaching Standards portfolio. Under the construct of Advocacy, candidates will develop the knowledge, skills, and dispositions to become professional leaders and to support others by demonstrating accomplishments in partnering with students’ families and community, learning and teaching through professional development, and leadership experiences.

Relevant Professional Standards Met by Hallmark Assessment Task

The “Advanced Performance Level” of the 2008 Kentucky Teacher Standards addressed most fully by this assignment are:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrates Applied Content Knowledge</td>
</tr>
<tr>
<td>5</td>
<td>Assesses and Communicates Learning Results</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrates the Implementation of Technology</td>
</tr>
<tr>
<td>7</td>
<td>Reflects On and Evaluates Teaching and Learning</td>
</tr>
<tr>
<td>8</td>
<td>Collaborates with Colleagues/Parents/Others</td>
</tr>
<tr>
<td>9</td>
<td>Evaluates Teaching and Implements Professional Development</td>
</tr>
<tr>
<td>UoS. Standard 11</td>
<td>Understands the Complex Lives of Students</td>
</tr>
</tbody>
</table>

Process

Teacher leader candidates will produce an action research study by identifying a robust question related to their practice, discussing and analyzing current literature, presenting a sound and appropriate selection of methodology, describing the methods to be used, presenting and analyzing data collected, interpreting and discussing findings and what they mean for future practice, and addressing key issues such as validity, ethics and researcher role. This is the chance to demonstrate knowledge by designing and executing an action research study and reporting the results both in the form of a written paper and an oral presentation/defense. Teacher leaders will follow the plan-act-observe-reflect model. Rubric and template are available on LiveText™

<table>
<thead>
<tr>
<th>Required Components of Paper</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
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<td>KY-KTS</td>
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<tr>
<td>AL-8 10%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sources</td>
<td>Multiple assessments and (Framing Your Study)</td>
<td>The writer demonstrates</td>
<td>Plan lacks evidentiary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All required elements are included. The writing is clear, but sections do not include clear transitions. The reader has questions.</td>
<td>Not all required components of the research plan are included.</td>
</tr>
<tr>
<td>Component</td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Discussion of Related Literature</td>
<td>The research question is situated and supported by the literature reviewed. The candidate continually interprets the literature throughout the review, supporting the line of inquiry, the need for research, and the relationship of findings. (Data Sources, CSIP, etc.)</td>
<td>The literature review offers multiple sources which help to establish the research question. Some analysis is offered.</td>
<td>Literature review offers sources but does not offer analysis or interpretation. The literature reviewed does not address or support the line of inquiry.</td>
</tr>
<tr>
<td>Summary Statement</td>
<td>The writer clearly articulates what is known, what the literature base does not address in terms of the research question, and what the study attempts to answer in light of those holes. (Literature Review Conclusion)</td>
<td>The writer poses the research question but needs a stronger connection to either what is argued within the literature base (what is known) or what is lacking.</td>
<td>No summary statement is included.</td>
</tr>
<tr>
<td>Implementation</td>
<td>A realistic, effective and practical plan is implemented for this research in the writer’s teaching practice. Data collection methods are appropriate for the research. (Design &amp; Data Collection)</td>
<td>A reasonable implementation is conducted but leaves the reader with several questions related to steps to be taken. Methods are appropriate but could use additional detail.</td>
<td>Some implementation takes place. Some of the methods selected either conflict with the methodology or need further elaboration.</td>
</tr>
<tr>
<td>Data Analysis and Reflection</td>
<td>Data analysis leads to informed findings. Reflection on what the data mean is robust and directly connects the research to the writer’s classroom work and literature on the topic. (Data Analysis, Conclusion &amp; Future Implications)</td>
<td>Data analysis supports some but not all findings. Reflection is included but more detail needed to connect to future practice or literature on the topic.</td>
<td>Data analysis and reflection on future practice and literature on the topic are minimal or not included.</td>
</tr>
<tr>
<td>Ethics Statement</td>
<td>Each component of the research study directly speaks to respect for and support of the range of student backgrounds, understandings, and needs in the classroom.</td>
<td>The study reflects respect for and support of diversity of student needs, backgrounds, and understandings.</td>
<td>The study does not address ethical concerns or fails to incorporate an awareness of the range of student backgrounds, understandings, and needs.</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Project displays awareness of audience and purpose, logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.</td>
<td>Project displays logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.</td>
<td>Project displays minimal organization, and includes some lapses in use of standard conventions in spelling, usage, grammar, and sentence structure.</td>
</tr>
</tbody>
</table>
Rubric for Leadership Paper on School CSIP

You will review an actual comprehensive school improvement plan (CSIP) and student data relevant to that plan. You will then write a position paper analyzing a school's data and CSIP and give a presentation to the class that explains how teacher leadership is essential to the successful implementation of the school plan. The paper should address the following:

- An overview of the school and interesting aspects of its inner workings
- Select data from the CSIP and how that data drives decision-making in the school
- Identify key school personnel who would need to support the change processes for them to be successful
- The process(es) recommended to bring everyone to an understanding about the need for the changes
- The role(s) a Teacher Leader might play to implement key aspects of the CSIP
- Any other challenges you see related to governance, policy, or school culture that may have an impact on the success/challenges of the plan.

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of school data</strong></td>
<td>Exemplary (5 points)</td>
<td>Satisfactory (4 points)</td>
</tr>
<tr>
<td>Data are clearly displayed.</td>
<td>Data are present.</td>
<td>Limited data represented.</td>
</tr>
<tr>
<td>Data have clearly identifiable domains.</td>
<td>Data have one or two interpretations.</td>
<td>Data domains are incorrect or missing.</td>
</tr>
<tr>
<td>Data have multiple interpretations.</td>
<td>Data domains are present.</td>
<td>Data are present.</td>
</tr>
<tr>
<td>Data are represented in varied fashions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Identification of key leaders and supporters** | Exemplary (5 points)            | Satisfactory (4 points)           | Little development (2 point) |
| Identification of multiple personnel and key roles played; speculation and projection of alternate roles personnel could undertake to implement the school plan. | Identification of some personnel and key roles played; some speculation and projection of alternate roles personnel could undertake to implement the school plan. | Identification of single personnel; limited speculation and/or projection of roles personnel could undertake to implement the school plan. |

| **Identification of process(es) key to the change process** | Exemplary (5 points)            | Satisfactory (4 points)           | Little development (2 point) |
| A comprehensive/multiple perspective view of the school change process which explains the inner workings of the school and how the change process would enhance student learning. | A fairly comprehensive perspective view of the school change process which explains how the change process would enhance student learning. | A limited view of the school change process which explains how the school operates and addresses some issues with regard to student learning. |

| **Written paper** | Exemplary (5 points)            | Satisfactory (4 points)           | Little development (2 point) |
| The paper is well-written; grammatically correct; double-spaced with 12-point font and is properly cited. | The paper is well-written; a few grammatical errors; double-spaced with 12-point font and includes citations. | The paper lacks graduate student quality; grammar is incorrect in multiple incidences with no citations. |

| **Presentation of findings** | Exemplary (5 points)            | Satisfactory (4 points)           | Little development (2 point) |
| Presented with confidence; addresses all relevant issues related to being a teacher leader; engages audience; | Presented with some insecurity about key issues related to the plan; Questions are addressed but | Presented without confidence or surety. Questions are not addressed with |

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## Professional Development Experience Rubrics & Guidelines

Design a comprehensive, high-quality professional development experience for your school or district that best meets the needs and content you identified in the School CSIP Position Paper. Include the design/protocol, time line for implementation, and how you will evaluate the experience itself, as well as its potential impact on teacher instruction and student learning.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary level of development 5 points</th>
<th>Satisfactory development 4 points</th>
<th>Limited development 3 points</th>
<th>Little or development 1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design/Protocol (15%)</strong></td>
<td>Each element of the Design/Protocol are written with great detail and convey a deep understanding of the CSIP and relevant components</td>
<td>Most elements of design/protocol are addressed and sufficient details are provided to understand the intentions of the professional development.</td>
<td>Elements of design/protocol are provided but important details are minimally addressed leaving the reader with unanswered questions.</td>
<td>Elements are limited in scope and details are minimal or not present.</td>
</tr>
<tr>
<td>• Aligned with your school CSIP, DSIP or Strategic Plan</td>
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<tr>
<td>• Specific Goal(s) addressed</td>
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<tr>
<td>• Objective(s)/Competency(ies)</td>
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<tr>
<td>• Learning Activity(ies) or Methodological Details</td>
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</tr>
<tr>
<td>• References (e.g., CSIP/DSIP/Plan, Guskey, SISI, JCPS template, etc.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time line for implementation (15%)</th>
<th>A detailed timeline is provided and follow-up strategies are well developed and reasonable.</th>
<th>A timeline is provided with some follow-up strategies that are mostly reasonable.</th>
<th>The timeline is vague or follow-up strategies are not well developed.</th>
<th>Only a timeline or follow-up strategies are briefly mentioned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Include time line and outline for the 2 hour PD (this may be a table)</td>
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<tr>
<td>• Include proposed follow-up strategy(ies)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Experience (55%) [refer to Guskey (2002) next page]</th>
<th>All 5 elements of proposed evaluation are articulated and reasonable within the framework and timeline of the Professional Development.</th>
<th>Most elements of the proposed evaluation are articulated and reasonable within the framework and timeline of the Professional Development.</th>
<th>Three of the five elements of proposed evaluation are articulated and/or evaluation elements are not reasonable.</th>
<th>Elements of proposed evaluation are not articulated and/or are not reasonable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you plan to evaluate the following?</td>
<td></td>
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</tr>
<tr>
<td>1. Participants' Reactions, 2. Participants' Learning, 3. Organization Support and Change, 4. Participants' Use of New Knowledge and Skills, 5. Student Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Performance and Proofreading (15%)</th>
<th>The submission is well-written, grammatically correct (no errors), and double-spaced with 12-point font.</th>
<th>The submission is well-written, mostly grammatically correct, and double-spaced with 12-point font.</th>
<th>The submission is double-spaced with a 12-point font. There are more than 3 grammatical errors.</th>
<th>The written piece lacks the qualities of graduate level work as described in the Target criterion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The submission is well-written, grammatically correct (no errors), and double-spaced with 12-point font.</td>
<td></td>
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</tr>
<tr>
<td>The submission is well-written, mostly grammatically correct, and double-spaced with 12-point font.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The submission is double-spaced with a 12-point font. There are more than 3 grammatical errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The written piece lacks the qualities of graduate level work as described in the Target criterion.</td>
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<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Participants' Reactions  | Did they like it?  
Was their time well spent?  
Did the material make sense?  
Will it be useful?  
Was the leader knowledgeable and helpful?  
Were the refreshments fresh and tasty?  
Was the room the right temperature?  
Were the chairs comfortable? | Questionnaires administered at the end of the session                                           | Initial satisfaction with the experience                                                      | To improve program design and delivery                                                       |
| Participants' Learning   | Did participants acquire the intended knowledge and skills?                                     | Paper-and-pencil instruments  
Simulations  
Demonstrations  
Participant reflections (oral and/or written)  
Participant portfolios | New knowledge and skills of participants                                                           | To improve program content, format, and organization                                           |
| Organization Support & Change | Was implementation advocated, facilitated, and supported?  
Was the support public and overt?  
Were problems addressed quickly and efficiently?  
Were sufficient resources made available?  
Were successes recognized and shared?  
What was the impact on the organization?  
Did it affect the organization's climate and procedures? | District and school records  
Minutes from follow-up meetings  
Questionnaires  
Structured interviews with participants and district or school administrators  
Participant portfolios | The organization's advocacy, support, accommodation, facilitation, and recognition              | To document and improve organization support, To inform future change efforts                 |
| Participants' Use of New Knowledge and Skills * either known or projected | Did participants effectively apply the new knowledge and skills?                                 | Questionnaires  
Structured interviews with participants and their supervisors  
Participant reflections (oral and/or written)  
Participant portfolios  
Direct observations  
Video or audio tapes | Degree and quality of implementation                                                            | To document and improve the implementation of program content                                 |
| Student Learning * either known or projected | What was the impact on students?  
Did it affect student performance or achievement?  
Did it influence students' physical or emotional well-being?  
Are students more confident as learners?  
Is student attendance improving? | Student records  
School records  
Questionnaires  
Structured interviews with students, parents, teachers, and/or administrators  
Participant portfolios | Student learning outcomes:  
Cognitive (Performance & Achievement)  
Affective (Attitudes & Dispositions)  
Psychomotor (Skills & Behaviors) | To focus and improve all aspects of program design, implementation, and follow-up, To demonstrate the overall impact of professional development |
Are dropouts decreasing?


*Added by P. Jett*

### Rubric for Class Discussion Leaders

<table>
<thead>
<tr>
<th></th>
<th>Target 5 pts.</th>
<th>Acceptable 4 pts.</th>
<th>Unacceptable 2 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design your questions in advance</strong></td>
<td>Thoughtful questions were designed in advance to generate discussion.</td>
<td>Questions were designed to pose to group members.</td>
<td>Simple, yes/no questions; unoriginal, low level questions.</td>
</tr>
<tr>
<td><strong>Utilize wait time</strong></td>
<td>Consistently practiced wait time to the advantage of the group.</td>
<td>Used some wait time, but rushed to respond too quickly on occasion.</td>
<td>No solid evidence of wait time was utilized.</td>
</tr>
<tr>
<td><strong>Make eye contact</strong></td>
<td>Made eye contact with speakers and group members throughout the discussion.</td>
<td>Made some eye contact with some members; may be distracted by notes.</td>
<td>Eye contact was made without purpose.</td>
</tr>
<tr>
<td><strong>Listen – Reflect – Respond</strong></td>
<td>Thoughtfully reflected upon comments and responded with engaging comments and follow-up questions.</td>
<td>LISTENED AND RESPONDED WITH SOME CONNECTIONS TO THE DISCUSSION ISSUE/TOPIC. DISCUSSION MAY HAVE BEEN MORE LECTURE-LIKE.</td>
<td>RESPONDED FOR ONE’S OWN SAKE AND NOT NECESSARILY FOR THE BENEFIT OF THE GROUP DISCUSSION.</td>
</tr>
<tr>
<td><strong>Acknowledge and encourage</strong></td>
<td>Acknowledged contributions made and referred back to those during the discussion.</td>
<td>Acknowledged contributions with nods &amp; agreeing statements.</td>
<td>LITTLE SHOW OF SUPPORT FOR COMMENTS MADE DURING THE DISCUSSION.</td>
</tr>
<tr>
<td><strong>Pace the discussion</strong></td>
<td>Paced the discussion in a manner that allowed all group members to speak and contribute. Intentionally brought others into the conversation.</td>
<td>Discussion drifted off topic at times, or there were lapse in the conversation.</td>
<td>WAS UNABLE TO FINISH THE DISCUSSION IN THE ALLOTTED TIME, OR TIME WAS NOT WELL USED.</td>
</tr>
<tr>
<td><strong>Bring the discussion back to the topic</strong></td>
<td>Used discretion to bring the discussion back to the topic.</td>
<td>At times the discussion became frequently off topic.</td>
<td></td>
</tr>
</tbody>
</table>
conversation back on topic; did not allow one to dominate.

too one-sided, dominated by an individual, or lost direction.
or one-sided.

| Length of Discussion | The discussion lasted the designated time. | There were lapses in conversation, lagging at times. | The discussion ended well before the designated time limit. |

Literature Review Rubric

To situate your teacher action research study in context, you must begin a review of related literature unique to your study. This literature review is done in order to discover what is known about the topic you are interested in studying, how others have investigated the topic, and what the gaps are in the knowledge that your study may be able to address. Because you are reading only 10 articles, you may not be able to discover all that is known about your topic, but you will be able to understand trends and broader subtopics that relate to what you are interested in studying.

You can now prepare a DRAFT literature review that, after assessment, can be revised and incorporated in your final research (your HAT for this course).

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Exemplary (4)</th>
<th>Accomplished (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KY-KTS Advanced Level (AL)</td>
<td>Multiple assessments, research and interpretive sources have been used to establish context, practicality, and need for the research. Strong evidentiary support is used throughout the literature review demonstrating the writer’s content and pedagogical knowledge related to the wondering or proposed research question. (2 strong paragraphs)</td>
<td>Some assessments, research and interpretive sources have been used to establish context and need for the research. Evidentiary support is used in the literature review demonstrating the writer’s content and pedagogical knowledge related to the wondering or proposed research question. (2 paragraphs)</td>
<td>Some assessments have been used to establish the need for the research. Some evidence is used in the literature review related to the wondering or proposed research question. (2 paragraphs)</td>
<td>Plan lacks evidentiary support from a range sources. Evidence is weak and may not address the wondering or proposed research question. (1 paragraph)</td>
</tr>
</tbody>
</table>

| Body Discussion of Related Literature | KY-KTS AL-1 | The research question is situated and supported by the literature reviewed. The teacher researcher continually interprets the literature throughout the review. | The research question is mostly supported by the literature reviewed. The teacher researcher interprets the literature through most of the review in an effort to establish the need for | The research question is not supported by the literature reviewed. Shortcuts are taken with regard to analysis or interpretation. The literature reviewed may not |

| KY-KTS AL-1 | The research question is somewhat supported by the literature reviewed. Literature review offers sources but analysis or interpretation is |

| KY-KTS AL-1 | The research question is not supported by the literature reviewed. Shortcuts are taken with regard to analysis or interpretation. The literature reviewed may not |
| KY-KTS AL-6 | supporting the line of inquiry, the need for research, and the relationship of findings. Thorough analysis of each study is offered. (Each study reviewed is represented in the body of the literature review.) | research, and the relationship of findings. Some analysis of each study is offered. | limited. The literature reviewed may not always address or support the line of inquiry. | A weak or unsubstantiated summary statement is included. The final research question is absent. (ineffective paragraphs) |
| Conclusion: Summary Statement | The teacher researcher clearly articulates what is known, what the literature does not address in terms of the research question, and what the study attempts to answer in light of those gaps. The final research question is established as a result of this review. (3 paragraphs) | The teacher researcher poses the research question but needs a stronger connection to either what is argued within the literature base (what is known) or what is lacking. The final research question is established as a result of this review. (3 paragraphs) | The teacher researcher poses the research question but needs a stronger connection to either what is argued within the literature base (what is known) or what is lacking. The final research question is established as a result of this review. (fewer than 3 paragraphs) | A weak or unsubstantiated summary statement is included. The final research question is absent. (ineffective paragraphs) |
| Technical Writing | The Literature Review contains the 3 main parts: an Introduction, the Body and a Summary Statement. The reviewed literature is presented in a logical order that leads to the Research Question. Proper citations of references are used throughout the review. Writing is clear, sophisticated and reveals a deep knowledge of the subject matter. | The Literature Review contains the 3 main parts: an Introduction, the Body and a Summary Statement. The reviewed literature is presented in some order that leads to a Research Question. A few citations are improper. Writing is sometimes clear and reveals some knowledge of the subject matter. | The Literature Review does not contain the 3 main parts. The order of the reviewed literature is not well presented; the research question is an add-on. Improper citations are frequent. Writing is not representative of a graduate level student. | The Literature Review does not contain the 3 main parts. Order of the reviewed literature is not well presented. The final research question is missing. Improper citations are continuous. Writing is immature. |
# Tentative Class Schedule

The following class schedule is a guide to the class readings, activities, and assignments. This schedule is subject to change if student learning and completion of course objectives would be enhanced. Any alterations to the schedule will be discussed and announced in class.

<table>
<thead>
<tr>
<th>Class Mtg.</th>
<th>Date</th>
<th>Topics</th>
<th>Readings (All readings refer to Dana &amp; Yendol-Hoppey, 3rd edition 2014)</th>
<th>Assignments Due (during class meeting unless otherwise specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/07</td>
<td>Teacher Inquiry Defined Reflection on being an Educator</td>
<td>Read Syllabus – found on Blackboard Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete Chapter 1 Exercise #1 &amp; 2, p. 27. The link for Networks is <a href="http://journals.library.wisc.edu/index.php/networks/index">http://journals.library.wisc.edu/index.php/networks/index</a> Go to the Archives tab to peruse the many examples of Teacher Action Research. Be prepared to lead a discussion about one of the bolded questions in Chapter 1 on Jan. 14.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/14</td>
<td>Introductions Course Syllabus</td>
<td>Locate CSIP for your school or district <a href="http://education.ky.gov/school/csip/Pages/default.aspx">http://education.ky.gov/school/csip/Pages/default.aspx</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Synthesis of the Teacher Action Research read in the on-line Networks site. Provide contact information Sign-up for Class Discussion Leading</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>01/21</td>
<td>Develop a Research Question</td>
<td>Chapter 2 2 Research-based articles, preferably not practitioner articles, that address the wondering you are most interested in pursuing for your action research.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prepare for discussion of 8 Passions Locate 2 research articles of interest – bring to class, be prepared to discuss. These articles should tie in directly with your Wondering(s).</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>01/28</td>
<td>Develop a Research Plan Data Collection Methods</td>
<td>Chapter 4 HAT Action Research Step #1: Framing Your Study (HAT) First draft</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>02/04</td>
<td>Collaboration Research Plan Analyzing Literature</td>
<td>Chapter 3 Leadership Paper on School CSIP Presentation of Paper</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02/11</td>
<td>Change Theory Literature Review Synthesizing Literature</td>
<td>Michael Fullan article “Change Theory” on Blackboard 5 Research-based Articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Framing Your Study (HAT) Final draft</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>02/18</td>
<td>Writing Your Research Citation</td>
<td>Chapter 5 Bring a “copy” to class for discussion.</td>
<td></td>
</tr>
</tbody>
</table>

NO FORMAL CLASS MEETING ON JANUARY 7
<table>
<thead>
<tr>
<th>Class Mtg.</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Information</td>
<td></td>
<td>Bring sample data collection strategies from your inquiry.</td>
</tr>
<tr>
<td>8</td>
<td>02/25</td>
<td>Data Analysis</td>
<td>Chapter 6 10 Research-based Article <a href="http://owl.english.purdue.edu/owl/resourc...">http://owl.english.purdue.edu/owl/resourc...</a></td>
<td>Literature Review First draft During this and the next several class meetings, time will be arranged for small group and individual review of progress on the HAT. Weekly progress must be demonstrated by presenting the more recent draft.</td>
</tr>
<tr>
<td>10</td>
<td>03/10</td>
<td>Finalizing Action Research</td>
<td>Chapter 7</td>
<td>Review of Progress on Research Professional Development Experience II</td>
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<td>*** NO CLASS *** SPRING BREAK ***</td>
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<td></td>
<td></td>
<td>NO FORMAL CLASS MEETING THIS WEEK</td>
</tr>
<tr>
<td>11</td>
<td>03/24</td>
<td>Publishing and Continuing</td>
<td></td>
<td>Review of Progress on Research: Data Analysis &amp; Reflection draft due via email</td>
</tr>
<tr>
<td>12</td>
<td>03/31</td>
<td>Review of Research</td>
<td>Chapter 8 &amp; Chapter 9</td>
<td>Review of Progress on Research</td>
</tr>
<tr>
<td>13</td>
<td>04/07</td>
<td>HAT Presentations</td>
<td>Time of presentation will be determined in advance. Presentations are 10-minutes in length.</td>
<td>Conclusion &amp; Future Implications draft due</td>
</tr>
<tr>
<td>14</td>
<td>04/14</td>
<td>HAT Presentations</td>
<td></td>
<td>Action Research HAT due on LiveText no later than April 28.</td>
</tr>
</tbody>
</table>

Syllabus prepared by Dr. Pamela M. Jett, January 2016
Inquiry and Evidence: Self Study across the Division of Teaching and Learning

Date: August 2015

Dear Students:

You are being invited to participate in a research study by allowing the work you complete as part of courses or other program experiences to be reviewed for research analysis. There are no known risks for your participation in this research study. The information collected may not benefit you directly. The information learned in this study may be helpful to others. The information you provide will enable instructors to use empirical research to enhance understanding about how teachers are prepared. Self-study is an important, regular component of teaching practice, enabling teachers to investigate the impact that instructional strategies and content have on students. Your completed work will be stored in password protected, secure formats (for example on Livetext).

Individuals from the Division of Teaching and Learning, the Institutional Review Board (IRB), the Human Subjects Protection Program Office (HSPPO), and other regulatory agencies may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.

Taking part in this study is voluntary. By participation you agree to take part in this research study. You may choose not to take part at all. If you decide to be in this study you may stop taking part at any time. If you decide not to be in this study or if you stop taking part at any time, you will not lose any benefits for which you may qualify. If you do not want your work to be included in self-study, please sign and date the notification form provided. Submit the form to a designated staff person for the Division. If you are in a Teaching and Learning program, that person is Paula Gordon, in room 255 of the Porter Building. If you are in an Health and Sports Sciences Program the person is Michel Ball in room 211. These individuals will maintain all forms until after grades are submitted or a specific program has been completed. This process ensures instructors and facilitators will not know which students chose to participate and which did not until after grades are submitted or after program experiences are completed.

If you have any questions, concerns, or complaints about the research study, please contact: Dr. Shelley Thomas at 502-852-8090 or your instructor/facilitator.

If you have any questions about your rights as a research subject, you may call the Human Subjects Protection Program Office at (502) 852-5188. You can discuss any questions about your rights as a research subject, in private, with a member of the Institutional Review Board (IRB). You may also call this number if you have other questions about the research, and you cannot reach the research staff, or want to talk to someone else. The IRB is an independent committee made up of people from the University community, staff of the institutions, as well as people from the community not connected with these institutions. The IRB has reviewed this research study.
If you have concerns or complaints about the research or research staff and you do not wish to give your name, you may call 1-877-852-1167. This is a 24 hour hot line answered by people who do not work at the University of Louisville.

Sincerely,

**Signature of the Investigator**  **Signature of the Co-Investigator**

Non-Participation Notification for Division of Teaching and Learning Self-Study

I ___________________ hereby notify the Division of Teaching and Learning that any work produced by me and identifiable by name NOT be used for research purposes in ________________ course or program experience taught or facilitated by _____________________.

(provide course name, number, and instructor name or similar program details).

Name ___________________ Date ____________

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## Teacher Leadership – Level I (9 hours)

<table>
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<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>EDAP</td>
<td>637</td>
<td>Using Assessment to Improve Student Achievement</td>
<td>3</td>
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<tr>
<td>EDAP</td>
<td>638</td>
<td>Instructional Strategies for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDAP</td>
<td>639</td>
<td>Education Research in the P-12 Setting</td>
<td>3</td>
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## CARDS 5 (Midpoint Assessment: after Level I Leadership)
Successful completion of all Level I work; scored acceptable or target on Rubrics for Advanced Candidates; acceptable Dispositions assessment, minimum GPA of 3.0.

## Teacher Leadership – Level III (6 hours)

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<td>EDAP</td>
<td>677</td>
<td>Developing Collaborative Groups: Facilitating, Coaching and Mentoring</td>
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<tr>
<td>EDAP</td>
<td>681</td>
<td>Teacher Leadership in Practice</td>
<td>3</td>
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</table>

## CARDS 6 (Exit Assessment)
Successful completion of all required coursework; scored acceptable or target on Rubrics for Advanced Candidates.

Minimum total hours: **15**

### Notes
1. Transfer credit must be officially accepted by the advisor - final acceptance is dependent upon receipt of official transcripts.
2. A maximum of 6 hours taken in non-degree status can be applied toward a master's degree (upon approval of advisor).
3. To complete the program, students must have minimum of a 3.0 cumulative grade point average. No credit shall be accepted for carrying a grade lower than "C".

Program sheet Addendum:  
Y  N  

**THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE ADMITTED TO THIS PROGRAM.**

Student Date  
Copy to:  
Advisor
References


