Course Syllabus: Understanding Teachers and Teaching
Gordon T. and Ellen West College of Education
EDLE 6043
Summer 2022

Contact Information

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Instructor Response Policy

Please utilize e-mail as the primary method of communication. In the event of emergency, students can call cell phone between the hours of 4:00pm and 7:00pm. I will try to respond when available and within 24 hours.

Textbook & Instructional Materials

Professor will provide links to articles when applicable.

Course Description

This course focuses on the improvement of teachers based upon performance observation, professional learning communities, and data-driven decision making from a district-wide perspective utilizing laboratories of practice and the opportunity to mentor new school leaders.

Big Question: *How can we imbed an equitable consciousness and practice in our continued teacher development?*

Course Objectives/Learning Outcomes/Course Competencies

Candidate will:

- Explore the role of the superintendent/district leaders in curriculum and instruction.
- Develop a plan for developing principals as learning leaders.
- Create a 3-year professional development plan for a school district.
- Examine how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

NELP Standards

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational

professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Student Handbook

Refer to: Student Handbook-2020-21

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Grading/Assessment

Assignments	Points
3-Year Professional Development Plan	500
Curriculum Supervisor Interview	200
Discussions	150
Speaker Reflection 1	75
Speaker Reflection 2	75
Total Points	**1000**

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

3-Year Professional Development Plan

Principals have an important impact on teacher development and effectiveness. A key leverage for districts to impact student learning is to develop their principals as leaders of learning. You will be examining this process and creating a plan for districts to consider.

For this project, you will be working in pairs chosen by the professor. Review at least 10 sources (journal articles, reports, books, training websites, others) that discuss the development of principals as instructional leaders or leaders of learning. With your partner, discuss and develop what steps a district can take to support its principals in growth as leaders of learning. Pay specific attention to the following expectations within a school and how to develop a principal to grow and support them:

Advocating for a supportive and inclusive school culture (NELP 3.1) (DII-Comp 006)

- Use of high-quality, technology-rich instructional practices (NELP 4.1) (DII-Comp 005)
- Equitable instructional practices (NELP 4.2)
- Data-informed instructional practices (NELP 4.3)
- Collaboration as a tool for coherent, equitable practices (NELP 4.4)
- Use of data-informed system for supporting and developing teachers (NELP 6.3) (DII-Comp 007)

Each student will prepare an 8-15 minute presentation that describes the principal development initiative you have envisioned for a district that could develop and support principals. Include what you are proposing and why along with time frames that you believe would be appropriate.

The team will present during class and turn the presentation into D2L Due June 30th 2022.

Curriculum Supervisor Interview

Interview curriculum director/leader and ask questions about how they

contribute to the success of their school district and its students. This can involve questions about their process when training teachers, coordinating resources, data and assessment, and learning different instruction styles. Report the findings in an essay format. Minimum of two pages required.

Discussions

Discussion threads two-way exchanges of thoughts between a teacher and students or among students for the purpose of furthering our thinking, learning, problem solving, or understanding. There will be a discussion thread each week. Each student will post an original thought and comment on two other students. Each week's discussion is worth 30 points.

Speaker Reflection Paper 1 and 2

A reflection paper is your chance to add your thoughts and analysis to what you have read and experienced. This paper is meant to illustrate your understanding of the material and how it affects your ideas and possible practice in future.

Make Up Work/Tests

The professor will release all of the assignments at the beginning of the course. It is the responsibility of the student to meet the deadlines. Students **will not** be able to make up missed assignments and tests, and any conditions you stipulate.

Important Dates

Last day for term schedule changes: Check date on Academic Calendar.
Deadline to file for graduation: Check date on Academic Calendar.
Last Day to drop with a grade of "W:" Check date on Academic Calendar.
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the

beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

As stated above in important dates: 3-Year Professional Development Plan Presentations is 6/30/2022 and all students must be present for all presentations to gain credit. No exceptions.

Online Computer Requirements
Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies
All students must act professional at all times.

Change of Schedule
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy
A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state)

exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week	Activities/Assignments/Exams	Due Date
Week 1 5/31 to 6/5	Introduction Zoom Discussion Question 1	6/2/22 @ 7:00pm 6/5/22 By 10:00pm
Week 2 6/6 to 6/12	Weekly Class Zoom w/ Guest Speaker (Mandatory) Speaker Reflection 1 (1 page) Discussion Question 2	6/9/22 @ 7:00pm 6/12/22 By 10:00pm 6/12/22 By 10:00pm
Week 3 6/13 to 6/19	Weekly Class Zoom w/ Guest Speaker (Mandatory) Speaker Reflection 2 (1 page) Discussion Question 3	6/16/22 @ 7:00pm 6/19/22 By 10:00pm 6/19/22 By 10:00pm
Week 4 6/20 to 6/26	Weekly Class Zoom to ask questions (Not Required) Curriculum Supervisor Interview Discussion Question 4	6/23/22 @ 7:00pm 6/25/22 By 10:00pm 6/25/22 By 10:00pm
Week 5 6/26 to 6/30	Weekly Class Zoom, Presentations (Mandatory) 3-Year Professional Development Plan/Presentations (Last class and must be present for all presentations) Discussion Question 5	6/30/22 @ 7:00pm 6/30/22 @ 7:00pm 6/30/22 By 10:00pm

Note: Tables cannot continue to the next page. If the table continues to the next page, you will need to make a new table using the table tools for every page. Remember to add Alt Text.

References/Scientifically-Based Research/Additional Readings:
All work should be cited appropriately in accordance to the MSU Doctoral Guidelines.

Example. International Reading Association (2018). Standards for Reading Professionals: A Reference for the Preparation of Educators in the United States. Newark, DE.

Appendix A: Standards/Competencies
Alignment to NELP Standards

Course Objectives or Student Learning Outcomes	Standard or Competency
Explore the role of the superintendent / district leaders in curriculum and instruction.	Component 4.1, 4.2, 4.3,4.4,6.3
Develop a plan for developing principals as learning leaders.	Component 2.1, 2.3, 3.1, 3.2 4.1, 4.2, 4.3,4.4,6.3
Create a 3-year professional development plan for a school district	Component 2.1, 2.3, 3.1, 3.2 4.1, 4.2, 4.3,4.4,6.3
Examine how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.	Component 2.1, 2.3, 3.1, 3.2 4.1, 4.2

Appendix B: Required assignment/standard alignment matrix

Assignments	Standard or Competency
3-Year Professional Development Plan	Component 2.1, 2.3, 3.1, 3.2 4.1, 4.2, 4.3,4.4,6.3
Curriculum Supervisor Interview	Component 4.1, 4.2, 4.3,4.4,6.3
Discussions (5 Total)	Component 2.1, 2.3, 3.1, 3.2 4.1, 4.2
Speaker Reflection 1	Component 2.1, 2.3, 3.1
Speaker Reflection 2	Component 2.1, 2.3, 3.1