Course Title: Reading and Composition in the Content Areas
Course Number: CI 521 – 001 (CRN 10863)- Bright/Ruben Cohort
Credits: 3 credits
Class meetings: Mondays; September 30th – December 9th; 1:00–3:50 pm, ED 414
Instructor: Jennifer A. Roberts, Ph.D.
Office Phone: 503.583.8558
Email: jar8@pdx.edu
Office Hours: Mondays 12:00- 1:00 or Fridays by appointment

If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

The Graduate School of Education’s Conceptual Framework

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Course Description
Course designed to help educators guide their students in acquiring skills needed for adequate reading, thinking, writing, and study in content areas. Emphasis on the functional teaching of reading and writing as well as the design and preparation of materials to use with textbooks in all school subjects.

Course Outcomes
As a result of this course, students will:
• describe the processes of reading, writing, listening, and speaking inherent in the exchanges between student and teacher, student and student, teacher and text, and student and text;
• use a range of research-based literacy approaches and strategies to develop each learner’s ability to read, write, speak, view, and listen in order to increase student success within the discipline;
• design lessons that demonstrate an understanding of the importance of literacy in teaching and its influence in developing teacher’s content area competence and confidence;
• design lessons to demonstrate how teachers use technology for planning and improving student learning;
• identify ways to address students’ individual needs including those from culturally or linguistically diverse backgrounds when planning instruction; and
• use reflection to consider issues, principles, and strategies related to literacy in the disciplines.

Reading Materials
2. Other resources including online resources, journal articles, and texts will be necessary to complete the course assignments

Course Resources
   Includes course materials, handouts, lesson planning resources, information about events, projects, and tools. Access continues after course ends.
   Includes exemplary lessons, lesson study plans, teacher research and tools. Access continues after course ends.
5. PSU Library: *Curriculum & Lesson Plan Research Guide*
   [http://guides.library.pdx.edu/curriculum](http://guides.library.pdx.edu/curriculum)

Course Assignments
1. Pre/Post Assessments [10 points]
   Complete pre- and post assessments regarding knowledge of literacy, use of reading and writing to learn, use of disciplinary texts, and responsiveness to students’ diverse learning needs.

2. Reflections, Professionalism, and Participation [20 points]
   You are expected to read the text assignments, write reflections, and participate in discussions. After completing the assigned reading, note your understandings, ideas, or questions in your course journal. Reflective assignments include:
   • Writing an *initial response* to the readings
   • Reacting to others’ reflections (during class discussion and through online communications as needed)
   • Completing a *Midterm Letter* to the teacher
   • Articulating a *Final Reflection* to share in class
   Participation includes: regular attendance; active engagement with learning experiences; participation in large and small group discussions; asking questions; participation in hands-on activities; participation in collaborative activities; bringing related books to class and sharing outside professional reading. Your contributions to class discussions and other activities are essential, as they will help create and sustain a productive and positive learning environment. You need to exhibit a professional attitude - one that shows you are eager to learn as well as be respectful and supportive of others. Professionalism also extends to the quality of your writing, seriousness of discourse, and behavior. Because students may not share the same opinions on different topics on this class, it is important that we remember to respect the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.
3. **Literacy Autobiography**  [10 points]
Write an autobiography that describes your experiences with literacy. This paper should include your reflections about (a) literacy memories, (b) how these experiences influenced your work as a student, and (c) how they might affect your life as a teacher. The guiding questions will help you to understand how your experiences as a reader and writer affect your beliefs and practices as a future or current literacy teacher in your classroom. Throughout the course, you will be asked (1) to consider how your own experiences influence your assumptions about literacy and (2) to reflect on your experiences and their implications for practice. Your Literacy Autobiography is shared in class and shared with Jennifer in your Dropbox folder.

4. **Texts and Strategies Partner Project**  [20 points]
Each teaching discipline includes a discourse community—traditions that dictate how literacy is constructed and used and how knowledge is structured and taught. In this assignment, you will collaborate with a peer and examine the unique nature of your content area. You will focus on texts and strategies. **Texts**—what texts are used in your discipline and how are they organized? Provide an annotated list of texts. **Strategies**—identify 20 literacy strategies that are appropriate for your content area. For each strategy, (a) provide a short *description* of the strategy, (b) a *rationale* for the use of the strategy in your discipline, and (c) give an *example* of how it could be used.

Submit your presentation (or a link to your presentation) that includes the specified parts and documents your understanding of texts and strategies. The project is shared in class and submitted to your Dropbox folder.

5. **Planning Lessons with Literacy in Mind**  [30 points]
You will learn how to develop lessons that incorporate literacy into your discipline. The following three activities will help you to develop your ability to develop powerful lessons with a literacy component. You may use a lesson plan template from any GTEP course.

   a. **Before and After Lessons**
Adapt a lesson plan (from your cooperating teacher, one that you have developed in the past, or one that you find from a reliable source) so that the lesson: (a) incorporates one of the literacy strategies that you have learned in this content area literacy course, (b) includes a rationale for selecting the strategy, and (c) discusses how students will benefit from using the strategy in this particular lesson. Submit two documents: (1) Before lesson and (2) After lesson. You will need to share the Before Lesson and After Lesson in class and submit the Before Lesson and the After Lesson to TK20.

   b. **Technology Applications**
Develop a lesson plan using a technology application (e.g., blog, wiki, padlet, screen capture) that enhances the use of literacy for student understanding. Write a one-paragraph rationale that explains why you selected the application and how the application can engage students’ literacy skills and development. Share Technology Applications lesson in class and submit to your Dropbox folder.

   c. **Collaborative Lesson using Lesson Study**
Plan a collaborative lesson with class members from your discipline that incorporates literacy in your teaching. Use the Lesson Study template that focuses on your actions as a teacher, your students’ predicted responses, and ways to evaluate student learning. If possible, enact a lesson study cycle in which one member teaches the lesson, while the others observe the lesson; then
debrief the lesson and write about how you would change this lesson in the future. Share Lesson Study lesson plan with partner and submit to your Dropbox folder.

6. Formative Assessments [10 points]
Throughout the course, you will be asked to participate in various in-class activities to monitor your understanding of course material, encourage more in-depth investigation of your learning, and strengthen the connection of theory to practice. You will be asked to submit these assignments in order that I can gauge the effectiveness of the curriculum and instruction as well as monitor your progress in the course. These will vary with the course topics but will all be completed inside of our class time.

Assignment Summary and Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Pre/Post Assessments (10 points)</td>
<td>94–100 points</td>
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<tr>
<td>Reflection and Professionalism (20 points)</td>
<td>90–93 points</td>
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<tr>
<td>Literacy Autobiography (10 points)</td>
<td>87–89 points</td>
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<tr>
<td>Texts and Strategies Partner Project (20 points)</td>
<td>83–86 points</td>
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<tr>
<td>Planning Lessons (30 points)</td>
<td>80–82 points</td>
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<tr>
<td>Formative Assessments (10 points)</td>
<td>71–74 points</td>
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Course Objectives, Standards, and Evaluation
This course aligns with the International Reading Association's Standards for Reading Professionals-Revised 2010 and the teaching standards specified by Oregon's Teacher Standards and Practices Commission. For specifics about these standards, please refer to the course website on standards at https://sites.google.com/site/contentliteracyci521/home/course-standards-and-goals.
| Design lessons that demonstrate an understanding of the importance of literacy in teaching and its influence in developing teacher’s content area competence and confidence. Lessons will demonstrate how teachers use technology for planning and improving student learning. | CF: 2.1, 2.2, 3.1, 3.2 IRA: 2.1, 2.2, 2.3, OAR: 1.a, 1.c, 1.d, 1f, 2g | • Lesson plans (Before/After, Content Enhancement Routines, Technology Applications, Lesson Study) | • Organized, content area lesson plan designed to engage students with literacy |
| Identify ways to address students’ individual needs including those from culturally or linguistically diverse backgrounds when planning instruction. | CF: 1.1, 1.2, 3.1, 3.2 IRA: 2.1, 2.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4 OAR: 1.a, 1.c, 1.d, 1f | • Pre/Post Assessment | • Learning Gains (Pre-Post) • Active participation in class discourse • Evidence of differentiation in lesson plan |
| Use reflection to consider issues, principles, and strategies related to literacy in the disciplines. | CF: 2.1, 2.2 IRA: 6.1, 6.2, 6.3 | • Reflections | • Evidence reflective writings • Active participation in class discourse • Articulate narrative of one’s own experiences with literacy • Midterm letter • Final reflection |

*CF - Conceptual Framework; IRA - International Reading Association; OAR – Oregon Administrative Rules*

**Course Policies**

1. **Attendance:**
   a. Since this course is designed with a heavy emphasis on discussion and/or interaction with each other, attendance is vital to your success in the course and in the learning of course material.
   b. If you are absent from class for any reason, you must send me an email notifying me of your absence on or before the day of your absences. It is your responsibility to arrange for any missing work due to absence. In emergencies, family members may contact the instructor. **The plan for make-up work is totally the responsibility of the student.**
   c. Attendance is included as one aspect of the participation grade in this course.

2. **Assignments (Late Work):**
   a. All written assignments must be submitted on or before the due date. Presentations must be conducted on the day scheduled. Late work will deteriorate at the rate of one grade level per day. Please consult the course calendar for all assignment due dates.
   b. Writing errors, such as spelling, punctuation, grammatical errors, etc. will be taken into consideration and may lower the grade. All assignments should be professional in appearance. Students are permitted and encouraged to proofread each other’s assignments.
   c. Your key assessment for this course should be submitted via TK20 as well as on D2L.

3. **Cell Phones, Laptops, and Other Devices:** There will be times when you may need your cell phone, laptop, or tablet for in-class activities. During all other times, you are expected to use technology appropriately and respectfully. Students who are abusing this privilege will see a deduction in participation grades for this course.
4. **E-mail**: I typically check my email multiple times per day. This is the best way to reach me. I will always reply to your message to confirm that I received it. If you do not get a reply from me within 48 hours, please send your message again. I will use email to communicate with you between classes, so you should be checking your email regularly.

5. **Classroom demeanor & courtesy**: Because students may not share the same opinions on different topics in this class, it is important to honor the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.

6. **Incompletes**: PSU has an explicit policy on Incompletes. Instructors are not obligated to assign an Incomplete (I) grade and that four criteria must be met to assign an Incomplete. See [http://www.pdx.edu/ogs/incomplete-grades](http://www.pdx.edu/ogs/incomplete-grades)

7. **Returning student work**: Due to FERPA guidelines, student work must be returned directly to students. In this course, instructors will return student work either in class or by email.

8. **Academic integrity**: PSU Student Conduct Code # 577-031-0136: Proscribed Conduct by Portland State University. The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

   (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

   (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to:

   (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.
**Proposed Schedule**

**Note: Instructor reserves the right to change this schedule as needed to meet student learning needs.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment*</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Sept 30th Class</strong> Content Area Literacy</td>
<td>• Welcome and introductions</td>
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<td>• Complete Pre-Assessment</td>
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<td>• Examine course content (syllabus, assignments,</td>
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<td>• Consider Learning to Read</td>
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<td>2</td>
<td><strong>Oct 7th Class</strong> Learning with Texts</td>
<td>Read Chapter 1</td>
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<td>Partners meet to:</td>
<td>Complete Reflection for</td>
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<td>Chapter 1</td>
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<td>Look for texts used in your discipline</td>
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<td>3</td>
<td><strong>Oct 14th Online</strong> Motivation and Reading</td>
<td>Read 2</td>
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<td>Engagement</td>
<td>Complete Reflection for</td>
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<td>Reading (Post to Class Website)</td>
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<td>Complete Literacy Autobiography and Submit</td>
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<td>4</td>
<td><strong>Oct 21st Class</strong> Vocabulary Strategies</td>
<td>Read Chapter 3</td>
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<td>Complete Reflection for</td>
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<td>5</td>
<td><strong>Oct 28th Class</strong> Word Study</td>
<td>Read Chapter 4</td>
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<td>Complete Reflection for</td>
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<td>Reading</td>
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<td></td>
<td>Complete Before and After Lesson</td>
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<td>6</td>
<td><strong>Nov. 4th Class</strong> Comprehension:</td>
<td>Read Chapter 6</td>
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<td>Informational Text</td>
<td>Complete Reflection for</td>
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<td>Reading</td>
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<td></td>
<td>Submit Before and After Lesson to TK20</td>
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<td>7</td>
<td><strong>Nov 11th Class</strong> Comprehension:</td>
<td>Read Chapter 5</td>
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<td>Literary Text</td>
<td>Complete Reflection for</td>
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<td>Reading</td>
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<td>Complete Lesson Plan using a Technology and Submit</td>
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<tr>
<td>Date</td>
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<td>Description</td>
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| Nov 18th Class | Critical Literacy | - Share reflections about critical literacy
- Share reflections about study strategies
- Explore note-taking and study strategies
- Share Lesson Study plans with partner
- Work with partner: Texts and Strategies Partner Project

Read Chapter 7 & 8
Complete reflection for Reading
Complete Lesson Study plan and submit |
| Nov 25th Online |  | Meet with partners online to complete Text and Strategies Projects |
| Dec. 2nd Class | Literacy in the Disciplines | - Present of Texts and Strategies Partners Project [Gallery Walk]
- Exchange lesson plan ideas

Complete Texts and Strategies Partner Project and Submit |
| Dec 9th Class | Issues, Principles, and Strategies | - Share Final Reflection (peer reviewed)
- Complete Post-Assessment (in class)
- Complete Course Evaluation (in class)

Complete Final Reflection |

*Readings may be changed as the semester continues. Please consult the course website for updated reading assignments.*
Bibliography


GRADUATE SCHOOL OF EDUCATION

ELP579 CURRICULUM, INSTRUCTION & ASSESSMENT LEADERSHIP, CRN 80450, SUMMER TERM

Location: PBS Conference Center located at: 4343 SW Corbett Ave. Portland, OR 97239 (1 mile south of PSU with free parking!) HYBRID format please log in at: http://D2l.pdx.edu

Register online at:
https://banweb.pdx.edu/pls/oprd/twbkwbis.P_WWWLogin

ONLINE COURSE MATERIALS: http://d2l.pdx.edu

INSTRUCTOR CONTACT INFORMATION

Amy D. Petti  EDU 506H(by email over summer) phone 503.680.1623 email petti@pdx.edu

Office Hours Availability: Anytime by appointment via phone or Google + hangout

NOTE: email: (please do not email me through the D2L system; I check my pdx.edu email several times a day: petti@pdx.edu)

INSTRUCTOR-STUDENT AND STUDENT-INSTRUCTOR COMMUNICATION

I will use your pdx.edu EMAIL address for all communications. Please work with the PSU Help Desk to automatically forward your pdx.edu emails to whichever emails you pick up daily. You will also want to set your D2L account to have all updates to our D2L site sent to your email account. That way when I send out additional information, you will be immediately notified and will know to go into D2L to read the update. If you plan to complete assignments over the weekend, please review all assignments and email the instructor by Friday at 4 p.m. with questions. If you are unfamiliar with D2L, the software we’ll be using for the online portion of our class, please go to http://www.pdx.edu/psuonline/student-d2l-help or call 503 725-4357. D2L is where I will store all our course materials, where you will access course information and post your work and where you can discuss class themes with others. (Note: D2L, like most web sites, records when you access D2L, when you post assignments, etc. and I can view your D2L access record.)
ADDITIONAL PSU SUPPORT

ELP Secretary  Mindy Friend, mfriend@pdx.edu in room 504, 503.725.4716
Licensure Issues: Deborah Miller Allen, 503. 725.4758  dma@pdx.edu in room 606
OIT Helpdesk at: help@px.edu or 503 725-HELP (4357)
D2L HELP: Mon-Fri 9 a.m. to 7 p.m. at 503.725.9111
PSU Library Website: http://library.pdx.edu/
(Must use PSU ID and ODIN computer account to access library services online)
Human support in PSU library:  Bob Schroeder  schroedr@pdx.edu

Admissions & Student Support Specialist: David Bickman elpadmit@pdx.edu, (503) 725-4633.

DISABILITY ACCESS INFORMATION

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COMMITMENT TO EQUITY

I have a deep commitment to leadership for equity and will infuse discussions about equity, social justice, and culturally responsive practices into our work together. In addition, my practices will reflect culturally responsive pedagogy.

Amy D. Petti, Ed.d petti@pdx.edu  cell: 503.680.1623 amy.petti@gmail.com
Recognizing that cultural proficiency is a journey, I will work hard to solicit and present divergent perspectives, relevant concepts based on research and evidence, and provide a safe environment in which to engage in critical inquiry about equity in our schools and leadership practices that address inequities.

**TEACHING PHILOSOPHY**

My philosophy of teaching adults has shifted from a philosophy of teaching to one of learning, placing the learner and learning in the center of my work. I design my courses using the research of Wiggins and McTighe (2005) emphasizing backward design [1. Identify desired results, 2. Determine acceptable evidence, and 3. Plan learning experiences and instruction]. This design philosophy guides my ability to teach and make mid course adjustments when my students need support in learning or already know the content.

**Narrative Course Description**

**ELP 579 Curriculum, Instruction, and Assessment Leadership (4)**

An examination of standards-based reform, curriculum and instructional models, assessment models, school improvement strategies, and educational change theories. Emphasis is given to understanding how assessment information can be used to improve student learning and overall school performance within the context of Oregon’s state reform framework. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to continuing administrator/initial superintendent program or permission of instructor.

**PROFESSIONAL STANDARDS**

This course is based on the following state (and national standards).

**Standard #1: Visionary Leadership**

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Educational Leaders:

a) Collaboratively develop and implement a shared vision and mission;
b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
c) Create and implement plans to achieve goals;
d) Promote continuous and sustainable improvement; and
e) Monitor and evaluate progress and revise plans.

**Standard #2: Instructional Improvement**

Amy D. Petti, Ed.d  petti@pdx.edu  cell: 503.680.1623  amy.petti@gmail.com
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Educational Leaders:

a) Nurture and sustain a culture of collaboration, trust, learning and high expectations;
b) Create a comprehensive, rigorous and coherent curricular program;
c) Create a personalized and motivating learning environment for students;
d) Supervise and support instruction;
e) Develop assessment and accountability systems to monitor student progress;
f) Develop the instructional and leadership capacity of staff;
g) Maximize time spent on quality instruction;
h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
i) Monitor and evaluate the impact of instruction.

Standard #3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Educational Leaders:

a) Monitor and evaluate the management and operational systems;
b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;
c) Promote and protect the welfare and safety of students and staff;
d) Develop the capacity for adaptive leadership; and

Required Textbooks


<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Assignment</th>
<th>D Q P Degree Qualifications Profile</th>
<th>GSE Conceptual Framework</th>
<th>TSPC/ISSLC</th>
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</thead>
</table>
| Students will synthesize current research and identify a problem of practice for  | Problem of Practice  | **Applied learning** is used by students to demonstrate what they can do with what they know. **Intellectual skills** are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences. **Specialized knowledge** is the knowledge students demonstrate about their individual fields of study. | 2. Research based practices  
3. Impact on learning and development  
4. Evidence informed decision making | 2a, 2d, 2f, 2i,  
3d, 4a, 5a, 5b |
| curriculum, instruction, assessment or professional development to reduce         | Statement            |                                                                                                                                                                                                                                |                                                                                        |                                |
| educational disparities in their district.                                       |                     |                                                                                                                                                                                                                                |                                                                                        |                                |
| Students will facilitate creation of a research-based vision for curriculum,      | Bottom Lines Statement /TED talk | **Applied learning** is used by students to demonstrate what they can do with what they know. **Intellectual skills** are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences. **Specialized knowledge** is the knowledge students demonstrate about their individual fields of study. | 2. Research based practices  
3. Impact on learning and development  
4. Evidence informed decision making | 1a, 1b, 1c, 1d,  
1e |
| curriculum, instruction, assessment or professional development initiative, with  |                     |                                                                                                                                                                                                                                |                                                                                        |                                |
| the input of the community and/or peers, to reduce educational disparities in     |                     |                                                                                                                                                                                                                                |                                                                                        |                                |
| their district and manage resources to support the initiatives.                  |                     |                                                                                                                                                                                                                                |                                                                                        |                                |
| Students will create a resources CIA Action Plan                                  |                     | **Applied learning** is used by students to demonstrate what they can do with what they know. **Intellectual skills** are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences. **Specialized knowledge** is the knowledge students demonstrate about their individual fields of study. | 1. Diversity &  
2. Research based practices  
3. Impact on learning and development  
4. Evidence informed decision making | 2b, 2c, 2d, 2e,  
1a, 1b, 1c, 1d, 1e |

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management plan for implementation of one or more component(s) of an effective plan for curriculum, instruction, assessment or professional development to reduce educational disparities in their district. Timeline, monitoring plan and resources must be identified.

**Intellectual skills** are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences. **Specialized knowledge** is the knowledge students demonstrate about their individual fields of study. **Civic learning** is that which enables students to respond to social, environmental and economic challenges at local, national and global levels.

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Assignment</th>
<th>D Q P Degree Qualifications Profile</th>
<th>GSE Conceptual Framework</th>
<th>TSPC/ISSLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will collaborate with supervisors to create and implement an evidence or research-based action plan related to <em>curriculum, instruction, assessment and/or professional development</em> and eliminating educational disparities.</td>
<td><strong>Field based Practicum Project</strong>&lt;br&gt;30 hours minimum</td>
<td><strong>Applied learning</strong> is used by students to demonstrate what they can do with what they know. <strong>Civic learning</strong> is that which enables students to respond to social, environmental and economic challenges at local, national and global levels.</td>
<td>inclusiveness&lt;br&gt;2. Research based practices&lt;br&gt;3. Impact on learning and development&lt;br&gt;4. Evidence informed decision making</td>
<td>2i, 3a, 3b, 3d, 3e</td>
</tr>
</tbody>
</table>

**SUMMATIVE ASSESSMENT**<br>FINAL GRADE<br>Broad Knowledge
ASSIGNMENT OVERVIEW

1. Problem of Practice: After input for the first 2 classes; write a ‘problem of practice’ statement indicating a complex challenge that would benefit from collaborative exploration through professional development that would include observation, walkthroughs, instructional rounds, lesson collaboration, or other evidence of deprivatized practice. 5 pts

2. FTF Participation: Remaining present, engaged, and thoughtful in the FTF reading groups, discussions, and activities. Scoring Guide: Participation (20 pts) (4 pts per class). MISSED CLASSES ARE TO BE MADE UP (see Missed Class Assignment).

3. Bottom Lines Presentation/Statement/TED talk... critically analyze your key talking points for school or district staff and prepare an ‘AUGUST address’ for your staff. In the address, state what will remain the same, what will change, how the change will be supported, and how the change will be monitored regarding an important CIA initiative. Present your address in one of the following multi media mediums: narrative slide show, narrated Prezi, enhanced podcast, TED-style talk/video. Length should be 3-5 minutes. Visuals should enhance meaning. Use minimal text. Scoring guide: Critical Thinking 20 pts

4. Reading Response: respond to reading group prompts from the instructor or reading group facilitator. The main text for this reading response group is: Hattie’s Visible Learning... (4 responses to 4 prompts). Scoring guide: Participation 20 pts

5. Professional Learning Community (PLC) Document... Contribute to an online summary document of Job Alike Groups... What can you learn/ design a group about a C/I/A initiative... your will come up with a timeline/action plan document collaboratively. Scoring Guide: Critical Thinking 20 pts.

6. Field Practicum Project: see all information in the field practicum module in course materials. 30-hour minimum project of applied fieldwork to a meaningful task that demonstrates competency in course content and is approved by district level administrator. Project may be collaborative, with each participant committing to 30 hours or more work (e.g. 2 people 30/hrs. each total of 60 hours). Scoring Guide: Critical Thinking 40 pts.
PROCEDURES AND CRITERIA FOR ASSESSMENT

Procedures: This course requires projects/papers that will be evaluated using the Critical Thinking and Participation scoring guides shared in this syllabus.

1. Regular, informed, and appropriate class participation through D2L.
2. Comments in online discussions and in written work, which reflects student’s effort to conscientiously, inform themselves about the issues through course readings and independent readings.
3. Contributions that reveal that students have thought seriously about the issues and have made an effort to approach material critically and analytically.
4. Written work which is organized in a logical fashion and reflects standard English conventions of use regarding spelling, grammar, punctuation, and sentence structure.
5. Contributions that demonstrate a meaningful grasp of the course material and the ability to apply these key concepts to significant educational and organizational problems of practice.
6. Work that is completed in a timely manner. It is essential that students follow the overall timelines; otherwise the submissions and the feedback given lose their impact. (Students who have special exceptions should contact the instructor.)
7. Discussions reflect rigorous intellectual integrity, critical thinking, reflective analysis, and commitment to equity as per the critical thinking rubric.

PROCEDURES FOR ASSESSMENT FEEDBACK TO STUDENTS

General feedback by the instructor for the online portions of the course will be offered through D2L email. Be sure to go onto D2L regularly, read the “news” section, discussions, and dropbox feedback on assignments.

GRADING DETAILS

On each paper you submit, would you please include the following information: Name, Course, Term, Assignment Title. Your writing must be submitted in a word document so that I can write comments directly on the paper.

1) Grading: A-F with a B- as minimum passing grade for graduate courses.
2) All assignments must be submitted to earn a B- in the class.
3) Assessment method: Scoring Guides (provided)
Grades

Grades will be assigned based on a scale of A-F. Assignments that do not meet the expectations for a B- grade may be re-submitted to achieve a B- grade if submitted within one week of the due date. All assignments must be free of grammatical, spelling, usage, and punctuation errors and must use APA 6th edition for citations.

Course Evaluation Reminder

In the final week of class, you must complete the online course evaluation. Please email your professor as soon as it is completed.

Policy: Late Assignments

In order to ensure that I can get timely feedback to you, all course work is due by Sunday at midnight. You’ll receive feedback on your work through your D2L email inbox. If an emergency arises, contact me as soon as possible so we can discuss the late work policy. Use my petti@pdx.edu email at all times.

Policy: Attendance and Tardiness

Regular, informed, and appropriate class participation is expected. Students who miss a face-to-face session will have makeup work to complete. Please contact the professor in advance of an absence or tardy.

If you must miss a class entirely, you will be negotiating an assignment to share with the rest of the class based on your own expertise and the content of the course. (for example; you may share an executive summary of accommodations for Special Education students for taking the Smarter Balance Assessment… something many in class would benefit from having a short, informed 3-5 slide show for reference.)

Policy: Classroom Demeanor and Courtesy

We will be discussing many scenarios and situations that may or may not be based on actual situations in our districts. Professional ethical dilemmas that are discussed or shared in class or online must remain confidential in order for our learning to be maximized; case examples provided by the professor are fictitious, but may be based on a compilation of factual or fictional situations. Any recognition of case examples presented by text authors or the instructor, are a matter of coincidence. No discussion of personnel or job related dilemmas presented by class participants are appropriate beyond the 9

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discussion that happens within the class and may not be discussed outside of class without permission of the class participant who shared. Journal entries between students and instructor are confidential.

Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others in class and online postings.

No portion of the class presentations or materials may be recorded or reproduced without the express written permission of the instructor.

POLICY: INCOMPLETES

An agreement must be made between the professor and student in writing in advance of the end of the term in order for an incomplete to be considered by the professor.

POLICY: ACADEMIC INTEGRITY

Students are expected to review and adhere to the student conduct code which can be found here http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf and which includes conduct proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University’s public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

STUDENT HEALTH INSURANCE

PSU provides students taking 6 or more credits per term with the mandatory PSU/Aetna Student Health Insurance Plan. See http://www.pdx.edu/shac/insuranceplan for more information. Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year. All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term. See http://www.pdx.edu/shac/insurancewaiver for specific information and directions about waiving the health insurance, and link to the online waiver application. Contact insurancehelp@pdx.edu for more information.
Note: when there is a discrepancy between D2L and the syllabus, always use the D2L information, as it is the most up to date. This syllabus is prepared prior to first class, and often negotiated to address class experiences.

Jun 23   Session 1 FTF: Integration of CIA in context of CCSS
Jun 24   Session 2 FTF:
Jun 25   Session 3 FTF
Jun 30   Session 4 FTF
July 1    Session 5 FTF
Week of July 7   Sessions 6-7 ONLINE
Week of July 14   Session 8 ONLINE

Online work can be arranged to be completed ahead of time. Practicum log of hours may begin June 1, 2014.