

UNIVERSITY of NORTH GEORGIA
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION

Course Number: MGMS 7240
Credit: 3 Semester Hours
Course Title: Instructional Leadership,
Curriculum & Assessment
Semester: Summer 2013
Time & Location: Online
Instructor: Dr. April Nelms
Office: Dunlap 212
Phone: (706) 867-2034
Email: anelms@ung.edu

TEXT, TECHNOLOGY, AND OTHER MATERIALS

- Required texts
 - **Everyone:** Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development: A guide to practice, 8th ed.* New York: Pearson.
 - **Math teachers only:** Keeley, P. & Tobey C.R. (2006). *Mathematics Curriculum Topic Study, 1st ed.* Corwin Press. ISBN: 978-1-41292-644-7
 - **Science teachers only:** Keeley, P. (2005). *Science Curriculum Topic Study, 1st ed.* Corwin Press. ISBN: 978-1-41290-892-4
- A variety of additional readings and research will be required throughout the course.
- Reliable internet access
- **LiveText, Inc.: FOR GRADUATE/ENDORSEMENT STUDENTS ONLY** - All students in teacher education programs must hold a current LiveText account. A one-time fee is good for the length of the program, plus one year out in the field. To purchase LiveText, visit www.livetext.com and purchase the 'Standard edition' for the University of North Georgia. LiveText provides online help. You may also contact Kathy Moody at kmoody@ung.edu for assistance. If you do not purchase and activate/register LiveText by the end of drop/add, you may be 'withdrawn without penalty' (W) from class.
- **Desire to Learn (D2L):** University System of Georgia's **Desire2Learn Help Center** provides assistance through their 'knowledge base' <http://d2lhelp.view.usg.edu/> & 855.772.0423. The USG D2L Help Center is available 24 hours a day, 7 days a week. The Online Support Center site includes a 'knowledge base'. There are sections for students & instructors. You can also call for [technical support](#). Please encourage students to check the 'knowledge base' before calling tech support. Also reference [CTLE's D2L website](#).

COURSE DESCRIPTION

This course is designed to provide experienced teachers advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as they relate to programmatic/content issues, learner outcomes, and teaching performance. A primary focus of this course will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom.

PREREQUISITE

Admission to Middle Grades Online M.Ed Program

PURPOSE

Masters level candidates must become knowledgeable of the standards that guide instruction as well as the assessment systems and curricular design generally employed in the local schools. Identification of a comprehensive framework is essential for effective decision-making and facilitation of an equitable and caring learning environment. Middle level candidates in this course are expected to become developers as well as leaders of curriculum, assessment, and instruction. Masters level candidates share their deeper understanding of the related research that supports a variety of effective instructional strategies.

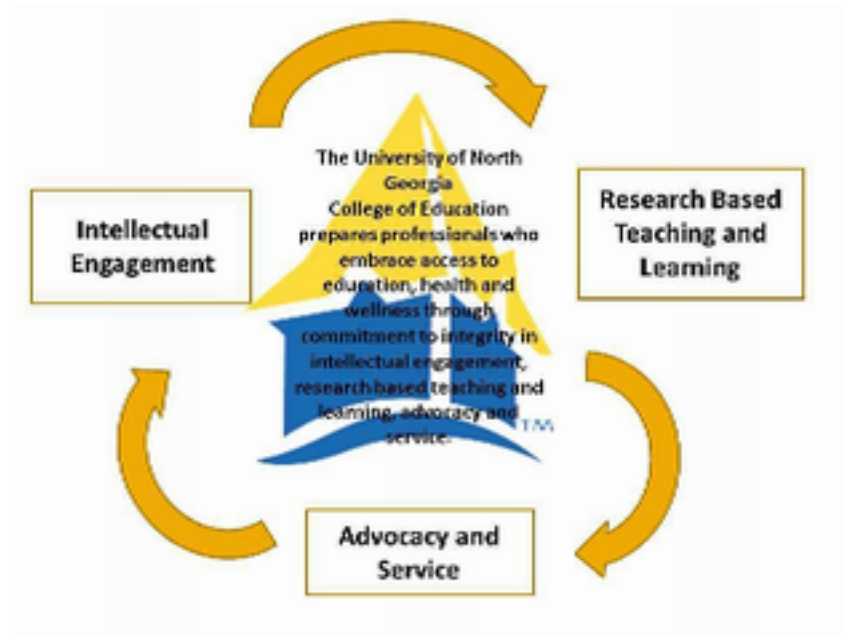
GENERAL EXPECTATIONS FOR ENGAGEMENT AND PROFESSIONALISM

Each student is expected to function as a positive, active member of the learning environment. All postings and assignments should be presented in a professional manner (tone and style). It is the student's responsibility to keep the instructor informed of any extenuating circumstances, which prevent the student from accessing the course website(s) or completing assignments. Any student who does not post responses and assignments in a timely manner is in danger of being given a lower grade or withdrawn from the course and given a grade of "WF" if the behavior continues.

Students in this class are expected to communicate professionally and exemplify the following dispositions in their coursework as well as their actions:

- Value the importance of ongoing curriculum development, implementation, and assessment.
- Are committed to implementing an interdisciplinary curriculum that is challenging, relevant, integrative, and exploratory.
- Value the need for a repertoire of teaching, learning, and assessment strategies that are appropriate for reaching all young adolescents.
- Appreciate the importance of teaching, learning, and assessment strategies that are current, knowledge-based, and supported by research and successful practice.

UNIVERSITY OF NORTH GEORGIA, COLLEGE OF EDUCATION, CONCEPTUAL FRAMEWORK



COURSE OBJECTIVES (EXPECTED OUTCOMES)

<p>National Middle School Association Standards</p> <p>3. Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.</p> <p>4. Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.</p> <p>5. Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.</p>			
<p>Course Objectives</p>	<p>CF</p> <p>Indicators</p>	<p>InTASC</p> <p>Standards</p>	<p>Standards</p> <p>NMSA</p> <p>GA Frameworks</p>

Knowledge			
1. The middle level masters candidate will identify research related to their content curriculum and assessment (formal, informal, self, and performance) that informs their practice and suggests adjustments to future instruction.	1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d	4, 5, 6, 7, 8	3.K2 3.K5 3.K11 5.K9 5.1.2 5.2.2
2. The middle level masters candidate will analyze content-based instruction and assessments for opportunities to develop integrative, relevant, interdisciplinary curriculum and articulate their theoretical bases.	1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d	4, 5, 6, 7, 8	3.K1 3.K3 4.K2 5.K2 5.1.2 5.2.2
Performance			
3. The middle level masters candidate will provide leadership in using and sharing the research base of middle level curriculum and assessment. They will select instructional strategies and resources that are motivating, challenging, culturally sensitive, and developmentally responsive.	3a, 3b, 3c, 3d	9, 10	3.P1 3.P7 4.P2 5.P1 5.2.2 6.1.2
4. The middle level masters candidate will articulate local, state and national curriculum/assessment systems and use these to inform their teaching. They will plan methods to communicate this information with all stakeholders.	2b, 2e, 3b, 3d	10	4.P1 4.P2 5.P8 4.3.2 6.4.2
Dispositions			
Value the importance of ongoing curriculum development, implementation, and assessment.	1c, 1d	1, 2, 3	3.D2
Are committed to implementing an interdisciplinary curriculum that is challenging, relevant, integrative, and exploratory.	1b, 1c, 1d, 2d, 3a, 3c	1, 2, 3	3.D5 4.D2
Value the need for a repertoire of teaching, learning, and assessment strategies that are appropriate for reaching all young adolescents.	1b, 1d, 2c, 2e, 3d	1, 2, 3	5.D1
Appreciate the importance of teaching, learning, and assessment strategies that are current, knowledge-based, and supported by research and successful practice.	1b, 1c, 1d, 2d, 3a, 3c	1, 2, 3	5.D7

Key Assessments, Course Projects, Outcomes, Methods of Instruction and Evaluation

Course Objective	Projects	Instructional Strategies Used	Integration of Technology	Assessment Approach
------------------	----------	-------------------------------	---------------------------	---------------------

Project 1 3 4	Candidates will research and share trends in curriculum and assessment practices. They will identify and summarize best practices in instruction and assessment that are motivating, challenging, culturally sensitive, and developmentally responsive.	Research Wiki Post Position Paper Curriculum Topic Study	Use of online databases Electronic Discussion Word Processing	Course-based rubric Online postings Participation & extension of discussion
Project 2 4	Candidates will analyze their local, state and national content curriculum. Candidates will: <ul style="list-style-type: none"> • Create a personal curriculum for one unit of study • Identify opportunities to <ul style="list-style-type: none"> ○ Use a variety of assessments ○ Implement best practices in instruction 	Research Curriculum Topic Study	Standards related websites Create an alignment chart using charts	Course-based rubric Online posting
Project 3 All	Candidate will analyze their own progress and growth, against identified standards, as they move through this course.	Reflection	Word Processing	Self-Assessment Against Standards

Other	All students will be judged throughout the course on expectations that include (but are not limited to) active engagement, professionalism, and the course specific dispositions.	Assessed through analysis of course expectations/ assignments
-------	---	---

COURSE GRADING

The final grades will be determined by the following point system:

Project 1: Research & Wiki Posts = 20 Position Paper = 15

This project will be broken into sections. You will be expected to research an assigned topic and post to the wiki. Once all of the posts are available, you will be expected to write a position paper about curriculum that shows a broader knowledge than your individual posts.

Project 2: Curriculum Alignment = 20

Portions of this project will be spread out over a number course assignments related to curriculum development and alignment with tests and assessments.

Project 3: Self Assessment Against Standards (SAAS) = 15

This includes a personalized pre/post test with analysis of learning and a plan for the future at the end of the course.

Project 4: *Curriculum Topic Study = 20

A CTS is “a methodological study process and a set of tools and strategies- organized around 147 curriculum topics- designed to help educators improve the teaching and learning of science/[math]” (Keeley, 2005, p.2).

Other Engagement & professionalism = 10

*Assignment submitted in Livetext

Grading Scale:

A = 100 – 90

B = 89 – 80

C = 79 - 70

D = 69 – 60

F = 59 and below

NAMING FILES TO SUBMIT

Please use the following naming construct when saving assignments to turn in:

 LastnameFirstname_Assignmentname.docx

 Examples-

 NelmsApril_SAASpre.docx

 NelmsApril_Project2part1.docx

Each assignment has a specific name. Failure to do so may result in a one-point deduction on the assignment.

ACADEMIC INTEGRITY POLICY

Student Code of Conduct: Please review the Student Code of Conduct found here:
<http://ung.edu/student-affairs/student-code-of-conduct.php>

Plagiarism and Turnitin.com: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Copyright: Both Federal and State laws forbid the unlawful duplication of copyrighted

computer software or other reproductions of copyrighted material. In accordance with these policies, University of North Georgia expressly forbids the copying of such materials supplied by or used in the College. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the College under the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

Blackboard Connect Emergency Notification System

Emergency situations -from natural disasters to health scares to the threats of violence - require that our campus community be fully prepared and informed. Accordingly, University of North Georgia has implemented the Blackboard Connect service to enhance university communication and emergency preparedness. The Blackboard Connect system is a communication service that enables key administrators and Public Safety personnel to quickly provide all students, faculty, and staff with personalized voice and text messages.

All UNG emails are added into the system automatically. In addition, you may enter a phone number so that emergency announcements can be sent to you via voice and text message. To do this, go to our Banner self-service environment; click on the tab labeled "Personal Information"; then, click on the tab named "Enter Emergency Contacts for Blackboard Connect." Here you can update your information for the Blackboard system. If you have questions, please contact Public Safety at 706-864-1500 or send an e-mail to emeralert@ung.edu.

COURSE GRADES AND WITHDRAWAL PROCESS

Grades: A, B, C, D, F, W, WF, MW

Incomplete grades (I) - This grade indicates that a student was doing satisfactory work but, for non-academic reasons beyond her/his control, was unable to meet the full requirements of the course. For undergraduate programs, if an I is not satisfactorily removed after one semester (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. For graduate programs, if an I is not satisfactorily removed after two semesters (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the department head and the dean.

IP (In Progress) - This grade is appropriate for thesis hours, project courses, Learning Support and English as a Second Language (ESL) courses. It is not appropriate for traditional credit courses. If an IP grade isn't satisfactorily removed after 3 semesters, the symbol of IP will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the dean. However, students who receive a grade of IP in a learning support course or an ESL will retain this grade due to the nature of the course.

K - This symbol indicates that a student was given credit for the course via a credit by examination program.

MW -Withdrawal for military exigencies

CR - Credit (for Military experience)

NR - This symbol indicates that the grade was not reported by the instructor.

S- This symbol indicates that a student completed the course with satisfactory work.

U- This symbol indicates that a student did not complete the course with satisfactory work.

V - This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa. If an audit student withdraws from a course prior to the end of the term, a "W" will be assigned as the grade rather than a grade of "V." An audit student who is dropped by the instructor for excessive absences will be assigned a grade of "W."

W or WF - A W grade indicates that a student was permitted to withdraw from without academic penalty. Students may withdraw from courses prior to the midterm and receive a grade of W. Withdrawals without penalty will not be permitted after the midpoint of the total grading period except in cases of hardship as determined by the appropriate official. If a student withdraws before the deadline, the grade of W will be given. The grade of WF is for students who withdraw after the deadline for the term or commit academic integrity violations.