

## MEMORANDUM

**TO:** University Senate Council  
**FROM:** Deborah Slaton  
Associate Dean for Research and Graduate Studies  
**TOPICS:** Requests for New Courses and Distance Learning Approval  
**DATE:** November 25, 2009

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The faculty of the College of Education approves and is requesting Graduate Council consideration of the following:

Request for New Course: EDC 636 Multicultural in Secondary Education (Distance Learning Approval form attached)

Request for New Course: EDC 637 Classroom Management in Secondary Education

Request for New Course: EDC 638 Technology in Secondary Education (Distance Learning Approval form attached)

Request for New Course: EDC 733 Leadership in Advanced Instructional Practice (Distance Learning Approval form attached)

Attachments

# REQUEST FOR NEW COURSE

<b>1. General Information.</b>	
<b>a.</b> Submitted by the College of:	Education <span style="float: right;">Today's Date: 9/6/2009</span>
<b>b.</b> Department/Division:	Curriculum & Instruction
<b>c.</b> Contact person name:	Sharon Brennan <span style="margin-left: 50px;">Email: sharon.brennan@uky.edu</span> <span style="float: right;">Phone: 257-1857</span>
<b>d.</b> Requested Effective Date:	<input type="checkbox"/> Semester following approval <span style="margin-left: 20px;">OR</span> <input checked="" type="checkbox"/> Specific Term/Year <sup>1</sup> : Summer 2010
<b>2. Designation and Description of Proposed Course.</b>	
<b>a.</b> Prefix and Number:	EDC 733
<b>b.</b> Full Title:	Leadership in Advanced Instructional Practice
<b>c.</b> Transcript Title (if full title is more than 40 characters):	Advanced Inst. Leadership
<b>d.</b> To be Cross-Listed <sup>2</sup> with (Prefix and Number):	_____
<b>e.</b>	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.
	<input type="text"/> Lecture <input type="text"/> Laboratory <sup>1</sup> <input type="text"/> Recitation <input type="text"/> Discussion <input type="text"/> Indep. Study
	<input type="text"/> Clinical <input type="text"/> Colloquium <input type="text"/> Practicum <input type="text"/> Research <input type="text"/> Residency
	<input type="text"/> Seminar <input type="text"/> Studio <input type="text"/> Other – Please explain: _____
<b>f.</b> Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.) <span style="margin-left: 50px;"><input type="checkbox"/> Pass/Fail</span>
<b>g.</b> Number of credits:	3
<b>h.</b> Is this course repeatable for additional credit?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If YES: Maximum number of credit hours:	3
If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>i.</b> Course Description for Bulletin:	<p>Course participants will develop leadership skills in curriculum and instruction through a variety of research-based analytic practices such as lesson study, observation, mentoring, dialogic and collaborative work in the context of a school learning community. Clinical/field/practicum experiences provide experience identifying a research problem, planning a course of action, and implementing and evaluating the action plan to improve learning results in K-12</p>

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

## REQUEST FOR NEW COURSE

classrooms.

This course is designed as a hybrid workshop as follows. The class begins with a one-week intensive summer experience. Online and distance learning instruction will be conducted throughout the fall semester as students engage in their course work through clinical/field/practicum experiences. During the semester, two in-class meetings will serve as midpoint and final assessments of student progress toward meeting course objectives. Clinical/field work will be conducted in school classrooms.

<b>j.</b>	Prerequisites, if any:	Graduate-level curriculum course, graduate-level assessment course, and a minimum of two years' K-12 teaching experience.		
<b>k.</b>	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>l.</b>	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input checked="" type="checkbox"/> Both
<b>3.</b>	Will this course be taught off campus?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	What enrollment (per section per semester) may reasonably be expected?	20-30 Master's students enrolled as a cohort		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	Administrators and professional development coordinators, for example, in public schools may wish to improve their instructional leadership skills for implementation at the classroom level.		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	Master's Redesign in Curriculum & Instruction		

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## REQUEST FOR NEW COURSE

<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES <sup>5</sup> , list affected programs: MAEDU		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>		
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b.</b> You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )		
<b>b.</b>	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.		

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# REQUEST FOR NEW COURSE

## Signature Routing Log

**General Information:**

Course Prefix and Number:    EDC 733

Proposal Contact Person Name:    Sharon Brennan    Phone: 257-1857    Email: sharon.brennan@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum & Instruction department	10/2/09	Mary Shake / 257-5676 / mcshak1@email.uky.edu	<i>Mary C. Shake</i>
Courses & Curricula committee	11/2/09	Jeff Reese 7-4909 / jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education faculty	11/10/09	Deborah Slaton 7-9795 / deborah.slaton@uky.edu	<i>Deborah Slaton</i>
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council		<i>Jasmine Blackwell</i> 2010.01.06 09:21:46 -05'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**EDC 733: Leadership in Advanced Instructional Practice**  
**Summer/Fall 2011**  
**Location and Time TBA**

**Instructor:** Sharon Brennan, Ed.D. **Office:** 104 Taylor Education Building

**Email:** [sharon.brennan@uky.edu](mailto:sharon.brennan@uky.edu) **Website:** <http://education.uky.edu/OFE/>

**Telephone:** (859) 257-1857 **Fax:** (859) 257-2734

**Office Hours:** By Appointment

**Course Overview and Goals**

This course is designed for experienced teachers who aspire to become leaders in their school community, who will be prepared to mentor colleagues (e.g., induction year teachers), to apply for National Board Certification or to become curriculum leaders in their districts.

As experienced practitioners, course participants will be encouraged to bring their expertise and their wisdom of practice into the intellectual environment of the class and to examine and extend that knowledge using a rigorous theory to practice approach that emphasizes real-world problem-solving. We recommend that course participants complete the graduate curriculum and assessment courses as well as have two years teaching experience or permission of instructor prior to enrolling in this course.

The goals of the course are to: (a) help participants examine needs in their school communities, assess and develop a plan for addressing them, (b) hone their action-research methodology skills, analyze school assessment data, (c) strengthen instructional expertise, and (d) build collaborative relationships with colleagues. Through the course, these experienced practitioners will develop strategies to analyze and address school needs through collaboration in peer groups.

**Professional Standards Alignment**

The course is structured to align with the following professional standards: Kentucky Teacher Leader Proposed Standards (KTLPS) and SACS/CASI AdvancedED accreditation standards (SACS) for quality P-12 schools (to include stakeholder perspectives) as well as the Kentucky Teacher Standards (KTS). The course work complies with indicators noted for evaluation of the Master's redesign submissions as noted in Regulation 16 KAR 5:0101 Section 12 and the Master's redesign guidelines as approved by the EPSB, 2007. (Note: The website links for all these sets of standards and the KAR are included in the reference list for this course proposal).

KTLPS – emphasis on Standards 2: Promoting Ongoing Professional Learning for Self & Others; 3: Deepening the Instructional Capacity of Colleagues, 5: Developing Communities of Professional Practice.

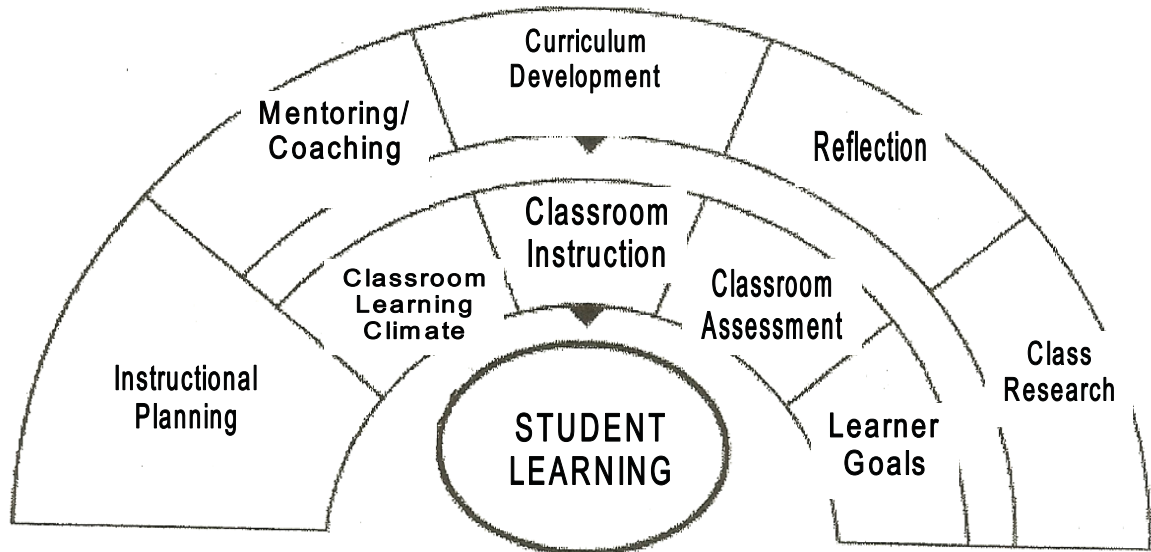
SACS – emphasis on Standard 2: Governance & Leadership, 4: Documenting and Using Results & 6: Stakeholder Communication & Relationships. Core Tasks 1: Ensure Desired Results, 2: Improve Teaching & Learning, 3: Foster a Culture of Improvement.

KTS - Emphasis on KTS: 1 Applied Content Knowledge, 2: Design/Plans Instruction, 5: Assesses/Communicates Learning Results, 7: Reflects and Evaluates Teaching & Learning, 8: Collaboration, 10: Provides Leadership with School/Community/Profession.

ISLLC – This course complements standards promulgated by the Interstate School Leaders Licensure Consortium (ISLLC) and is designed to articulate with the University of Kentucky EDL Leadership Master’s program, in particular ISLLC Standard 2: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

The course is also structured to align with Kentucky’s leadership initiative and other programs at the university that are part of this initiative, particularly Educational Leadership. The arc below depicts the framework for classroom-based teacher leadership within which the course is organized. This framework complements and connects with the framework for school leadership used to structure the Educational Leadership program.

### Framework for Classroom-Based Teacher Leadership



## Student Learning Outcomes

Participants in this course will:

- Learn how to build, support, and be contributing members of schools' learning communities that foster effective teaching practice and enhance learning outcomes for a diverse array of students.
- Develop skills using tools to effectively analyze practice (i.e. observational tools, lesson study techniques, dialogic critiques, peer/stakeholder negotiation, classroom-based inquiry, etc).
- Develop skills required for evaluating teaching and providing positive, constructive feedback with colleagues/peers.
- Develop skills necessary for successful stakeholder collaborations.
- Plan for personal and collaborative professional development and reflection.

## Grading

Participants' grades will be based on four assessment tasks and class participation as described below. These tasks will be assessed according to the level of thoroughness and the degree to which participants adhere to the assignment guidelines as well as standard language and reference conventions. Guidelines and assessment rubrics will be distributed in class for each assignment. In general, criteria used to grade assessment tasks include: comprehensiveness, coherence, cohesiveness, clarity, level of detail (e.g., inclusion of evidence and/or examples to support points), organization, application to practice and adherence to language and reference conventions. Written work should be generated in a word processing program, double spaced (12 point font), and paginated.

Participants may seek permission to revise and resubmit the first two formal tasks if (**and only if**): 1) they receive less than 75% of the total possible points for these tasks, and 2) they schedule a conference to discuss revisions. Revised work must be submitted within one week of the time the graded task is returned and must include a copy of the graded draft. To receive any grade adjustment, there would need to be significant improvement regarding quality in the second submission.

<b>Task</b>	<b>Distribution</b>	<b>Grading Scale</b>
School Needs Assessment	20%	93 - 100% A
Peer Observation Report	10%	82 - 92% B
Action Research Proposal	20%	70 - 81% C
Interim Implementation Report	20%	
Final Evaluation Report	20%	
Class Participation	10%	



## Course Policies

Regular, punctual attendance and active, thoughtful participation in all class activities are essential elements in the success of this course. Participants must actively contribute to class discussions in meaningful ways that respect diverse viewpoints. Participants must also comply with all university regulations regarding academic integrity.

Participants must complete reading assignments and submit written work according to the dates listed on the schedule. Late assignments, persistent absences and/or chronic tardiness may result in a reduction of the final grade. If a participant cannot attend a session, he/she should arrange for a classmate to collect material distributed.

Participants are expected to maintain high ethical standards at all times. Work submitted must be original. All references must be properly cited following the American Psychological Association (APA) format. Participants can access the APA guidelines at: <http://www.apastyle.org>. The University has established a clear policy governing plagiarism/cheating to ensure that high standards are maintained and equity issues are addressed (e.g., failing to cite the work of others, submitting work for more than one course). Violation of this policy has serious implications as outlined on the University website under *Code of Student Conduct*: <http://www.uky.edu/StudentAffairs/Code/part1.htm>

Disability Accommodation Information: Participants who have special needs or require accommodations of any kind, must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis. Please let me know about your situation after the first class. When the accommodation is approved, the Disability Center will provide me with information regarding the accommodation and your needs that we will implement for your course work and participation.

## Required Textbooks

**General Texts:** (for all participants)

Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student Research*. Portsmouth, NH: Heinemann.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant*. Thousand Oaks, CA: Corwin Press.

Lieberman, A., & Miller, L. (Eds.). (2008). *Teachers in professional communities: Improving teaching and learning*. New York: Teachers College Press.

Moss, P. (Ed.). (2007). *Evidence and decision making*. Hoboken, NJ: Wiley & Sons.

**Content Specific Texts:** (Customized according to students' discipline and content areas through consultation with the instructor.)

Barton, K., & Levstik, L. (2005). *Teaching history for the common good*. New York: Routledge.

Braunger, J., & Lewis, J. (2006). *Building a knowledge base in reading* (2nd ed.). Portland, OR: Northwest Regional Educational Laboratory; Newark, DE: International Reading Association; and Urbana, IL: National Council for Teachers of English.

Donovan, M., & Bransford, J. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom*. Washington, DC: National Academies Press.

Farstrup, A., & Samuels, S. (Eds.). (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.

### **Delivery Format**

This proposed course is designed as a hybrid extended workshop as follows. The class begins with a one-week intensive summer experience prior to the beginning of the fall semester. Online and distance learning instruction will be conducted throughout the fall semester as students continue to engage in course assignments and assessment tasks. During the fall semester two in-class meetings will serve as midpoint and final assessments of progress toward meeting course objectives. To meet the various professional development needs of teachers in schools, three 1 credit course modules will also be excerpted from EDC 733 course content and offered online through the UK College of Education Center for Professional Development. This innovative content delivery approach serves two purposes: (1) Continuing Education (CE) needs of public school teachers can take advantage of targeted modules for CE credit and to support classroom curriculum leadership objectives of Professional Growth Plans for experienced teacher leaders and, (2) Salient course content for EDC 733 will be available for use as modularized 'electives' for other leadership programs in the UK Teacher Leadership Initiative that can be customized strategically in their leadership programs. For example, graduate students in the EDL Leadership Master's program need electives. The Curriculum & Instruction leadership courses or the 1 credit course modules may be used to meet those requirements. The flexibility and ability to customize particular content aligns with the EPSB Master's redesign mandates.

### **Teacher leadership defined**

For the purposes of this program, *teacher leadership* is defined in alignment with the accreditation standards for quality schools.<sup>1</sup> The intent is to bring together research and resources to prepare experienced teachers to thoughtfully analyze and take leadership roles in enhancing professional practice within school learning communities. Overall, school personnel and external stakeholders who commit to a shared purpose and direction and establish expectations for student learning in alignment with those purposes and directions, make more informed decisions

about allocating time as well as human, material, and fiscal resources. This requires *distributed leadership*, including a shared commitment to the development of learning communities that:

- Encourage broad sharing of leadership roles
- Develop the analytical and interpersonal skills necessary to maintain and continually improve teaching and learning
- Develop disciplinary expertise
- Attention to student learning outcomes, curriculum development and analysis of learning outcomes
- Attend to school and community contexts
- Encourage shared responsibility for school improvement by all stakeholders
- Regularly evaluate the impact of changes on school and community cultures
- Ensure equity of learning opportunities
- Promote inclusiveness with all members of the community including teachers, students and parents
- Support innovation and foster a culture of improvement

<sup>1</sup>AdvancED, a collaboration of the North Central Association Commission on Accreditation and School Improvement, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement, and the National Study of School Evaluation, provides Accreditation Standards for Quality Schools.

### **Collaboration with School Partners**

In accordance with requirements from the KYEPSB to include school partners, input from the CKEC, Fayette County Public Schools and SACS accreditation personnel are involved in the design and delivery of this course (e.g., feedback and online survey).

### **Distance Learning Considerations**

Virtual Office Hours: TBA Telesupervision or Skype access also available.

Technology Requirements for the Course: Computer with Internet Access. Access to Digital Video Recording Devices (digital camera, digital video recorder, laptop webcams). Students must have a UK AD account in order to access the BlackBoard course management system or the online modules available through the UK College of Education Center for Professional Development.

Instructor Contact Expectations: Students may expect to have responses to email inquiries, requests, etc. within 48 hours including weekend contacts.

Procedures for Resolving Technological Problems. Students are instructed to contact the UK Teaching and Academic Support Center (TASC) via web: [www.uky.edu/TASC](http://www.uky.edu/TASC) or phone 859-

257-8272 and/or the Information Technology Customer Support Center via web: [www.uky.edu/UKIT](http://www.uky.edu/UKIT) or phone 859-257- 1300.

Information on Distance Learning Library Services.

Via web access: [www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS)

DL Librarian: Carla Cantagallo, email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu) or phone: 859-257-0050 x2171 or 800-828-0439.

DL Interlibrary Loan Services:

[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

### **Assessment Tasks.**

The major project for this course is an action research inquiry on a selected area of school improvement identified through a needs assessment task. The purpose of the project is to provide course participants with experience identifying a research problem, planning a course of action, and implementing and evaluating the action plan based on school needs. Course participants will work in teams of two to four as they implement their action research projects and observe each other teaching. Team members will serve as peer reviewers and support during the implementation and evaluation phase of the project. Each task represents a component of the course and will be assessed as part of the course grade. Assessment tasks are structured to build on one another; therefore, there will be no final examination per se.

*Note:* Assessment tasks will be completed through job-embedded, clinical/field experiences.

#### **Needs assessment 20%**

Conduct a needs assessment for your school community that focuses on AdvancED (SASC) leadership standards including (1) student learning/performance, (2) teacher effectiveness, (3) learning communities, (4) and school effectiveness. Then develop a summary report discussing needs identified through the assessment, one or two needs that will be targeted in the action research inquiry, and a rationale for selecting these particular targeted goals.

(Task addresses KTS 1, 5, 7)

#### **Observation Report (10%)**

Conduct a classroom observation of a peer in your school community and submit a classroom observation report explaining the goal of the observation and the lesson, the instrument chosen for observation and the analysis of observational data.

**Action Research Proposal (20%)**

Develop a plan of action for an inquiry into improving the targeted goal(s) in which you outline the research design. The plan must be testable and achievable within in the course time frame. Teacher and student data also must be collected during the inquiry and used to make both formative and summative assessments about the effectiveness of the plan. Include in the plan a clear, comprehensive description of the type of teacher and student data that will be collected and an explanation of how it will be collected and analyzed.

(Task addresses KTS 1, 2, 5, 7, 10)

**Interim Implementation and Evaluation Report (20%).**

Implement the plan of action and evaluate progress on goal(s) at the mid point of the project. The evaluation must include a midpoint assessment that involves (1) feedback from a peer group review of methods and data analysis, and (2) a presentation to the class.

(Task addresses KTS 5, 7, 8, 10)

**Final Report and Presentation of Findings (20%)**

Prepare and present your final implementation and evaluation report to your peers. The report should include the rationale for the study, key research questions, procedures, results, and implications for practice and an executive summary highlighting the findings. The report will accompany your final presentation to the class.

(Task addresses KTS 7, 10)

**Class Participation (10%)**

Class participation will be assessed using criteria including attendance, prompt arrival to class meetings, meaningful contributions to discussions and timely completion of assignments and assessment tasks. Some assignments related to readings and class activities will be distributed in class. They are designed to promote reflection about course material and strengthen expertise. Reading assignments and associated tasks should be completed for class meetings as assigned. Participants are expected to draw key points and questions for discussion and critically analyze the merit of assignments with evidence to support analyses.

**Sample Course Schedule****Initial, Intensive In-Class Meetings**

During the intensive, one week initial phase of the course, participants will be introduced to all course components and practice skills associated with each component. Reading assignments for course will be customized to align with needs and disciplines of participants.

Day 1: Course overview

Day 2: Classroom-based action research and constructive teaching practices

Day 3: School needs assessment

Day 4: Peer observation

Day 5: Designing, conducting and evaluating action research

### **On-line Meetings**

Discussion 1: Needs assessment preliminary results

Discussion 2: Crafting action research proposal

Discussion 3: Peer observation preliminary results

Discussion 4: Characteristics of successful school learning communities.

### **Fall In-Class Meetings**

Mid-October mid-term Face-to-Face Meeting: Interim implementation report

Mid-December: Final report presentations and course wrap-up

### **Content Outline for Mentoring Course: Advanced Instructional Practice**

#### 1. Building and Supporting Professional Learning Communities (PLC) in Classroom Instructional Practice

The classroom as microcosm of the school's PLC

Curriculum development in professional learning communities  
(collaborative frameworks to meet group goals)

#### 2. Analysis of Classroom Practice

Observation skills and frameworks for analysis of classroom practice

Lesson study techniques

Mentoring and coaching

Feedback and critique

Dialogic learning

#### 3. Peer and stakeholder negotiation

The community and the classroom – positive interaction and dialogue

Parental involvement in student learning

Parental involvement in classroom instruction/volunteers

#### 4. Evidence-based design making for advanced classroom practice

Generating formative and summative data to analyze classroom practice through student learning outcomes

Tools for analysis – frameworks for deciding on correctives and interventions to improve student learning outcomes

Action research as evidence-based decision making in classroom practice

Selecting an action research topic/formulating research questions

Design an action research project  
Analyzing classroom data  
Translating action research results into improved classroom  
practice and student learning

#### 5. Professional Growth via Reflection on Classroom Instructional Practice

Frameworks for reflection  
Reflection as a tool for assessment of student learning  
Professional development through advanced analysis of classroom practice

Course Chart with Modules

<p><b>Course(s) for Curriculum Leadership Core</b> sharon.brennan@uky.edu</p>	<p><b>One-credit Module for COE Teacher Leadership Master's Programs</b></p>	<p><b>PD Modules (EILA credit) for Practicing Educators (e.g. Teachers, Principals, School Leadership Teams</b></p>
<p><b>EDC 733</b> <b>Leadership in Advanced Instructional Practice (3 Cr.)</b> Capstone course in the curriculum leadership core sequence for experienced teachers who aspire to become leaders in their school community, who will be prepared to mentor colleagues, to apply for National Board Certification or to become curriculum leaders in their districts. Offered as a summer seminar with online and classroom job-embedded experiences the following semester, the final project is an action research study to improve students' learning.</p>	<p><b>EDC 698</b> <b>Needs Assessment for Advanced Instructional Practice (1 Credit –Online)</b> Conduct a needs assessment for your school community that focuses on AdvancED (SASC) leadership standards including (1) student learning/performance, (2) teacher effectiveness, (3) learning communities, and (4) school effectiveness. Then develop a summary report discussing needs identified through the assessment.</p>	<p><b>Needs Assessment for Advanced Instructional Practice.</b> Conduct a needs assessment for your school community that focuses on AdvancED (SASC) leadership standards including (1) student learning/performance, (2) teacher effectiveness, (3) learning communities, and (4) school effectiveness. Then develop a summary report discussing needs identified through the assessment.</p>



		<p><b>EDC 699</b></p>	<p><b>Developing an Action Research Proposal for Classroom Inquiry (1 Credit – Online)</b></p> <p>Develop a plan of action for an inquiry into improving the targeted goal(s) outlined in the research design. The plan must be testable and achievable within in the course time frame. Plan for collecting and analyzing formative and summative data will be included.</p>	<p><b>Developing an Action Research Proposal for Classroom Inquiry.</b></p> <p>Develop a plan of action for an inquiry into improving the targeted goal(s) outlined in the research design. The plan must be testable and achievable within in the course time frame. Plan for collecting and analyzing formative and summative data will be included.</p>
		<p><b>EDC 700</b></p>	<p><b>Implementing an Advanced Peer Collaboration Lesson Study (1 Credit- Online)</b></p> <p>Work with a professional colleague/peer to learn to use classroom observation instrument(s) and submit a classroom observation summary report using one instrument.</p>	<p><b>Implementing an Advanced Peer Collaboration Lesson Study.</b></p> <p>Work with a professional colleague/peer to learn to use classroom observation instrument(s) and submit a classroom observation summary report using one instrument.</p>

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDC 733	Date: 09-11-09
Instructor Name: Sharon Brennan	Instructor Email: sharon.brennan@uky.edu
<p>Check the method below that best reflects how the majority of course of the course content will be delivered.</p> <p style="text-align: center;">             Internet/Web-based <input type="checkbox"/>                  Interactive Video <input type="checkbox"/>                  Hybrid <input checked="" type="checkbox"/> </p>	

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Yes, see attached syllabus -- virtual office hours, procedures for resolving technical issues, notification and information regarding self-disclosure and procedures for disability accommodations etc. are contained in the syllabus.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course is designed as a hybrid course with an initial multiple week cohort experience. Thus participants have access to course instructors and peer participants that provide aspects of classroom based instructional experiences in concert with online, distributed instructional and assessment experiences.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The use of BlackBoard Course Management System password protected course portal and secure UK College of Education Center for Professional Development online course module website ensure the integrity of student work. This course is a hybrid course; the usual policies for academic offenses etc. for the on-site portions are those obtained for regular UK on-site coursework, as outlined in the attached syllabus guidelines.</p>

Abbreviations: TASC = Teaching and Academic Support Center    DL = distance learning    DLP = Distance Learning Programs

## Distance Learning Form


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4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students who have special needs or require accommodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work with students in this situation on an individual basis to make appropriate accommodations to complete course work.</p>
<b><i>Library and Learning Resources</i></b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Selected online readings will be available through the online reserve system available through the UK Libraries. Additionally, any materials that may pose problems for students with limited bandwidth access to online resources (e.g. digital video classroom episodes for analysis) will also be available via CD or DVD that can be mailed in that format to course participants upon request.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Access is provided via students' personal computer proxy access to online library resources, facility access will be implemented via an off campus meeting site TBA.</p>
<b><i>Student Services</i></b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>TASC and the BB Help desk and IT Customer Service Center links are provided in the course syllabus. Additionally, course instructors are familiar with BB and have received required training in the use of the Course Management System, the UK Libraries online resources (and EZ Proxy tools) and will assist students as needed. As a hybrid offering, the classroom instruction will also include overviews and demonstrations (and instruction as needed) in the use of any and all online course tools, resources and components.</p>

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<b>9.</b>	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
<b>10.</b>	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations:             <ul style="list-style-type: none"> <li><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Carla Cantagallo, DL Librarian</li> <li><input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="checkbox"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="checkbox"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>
<b>11.</b>	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: <u>Sharon Brennan</u></p> <p>Instructor Signature: </p>

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