Concordia University Texas

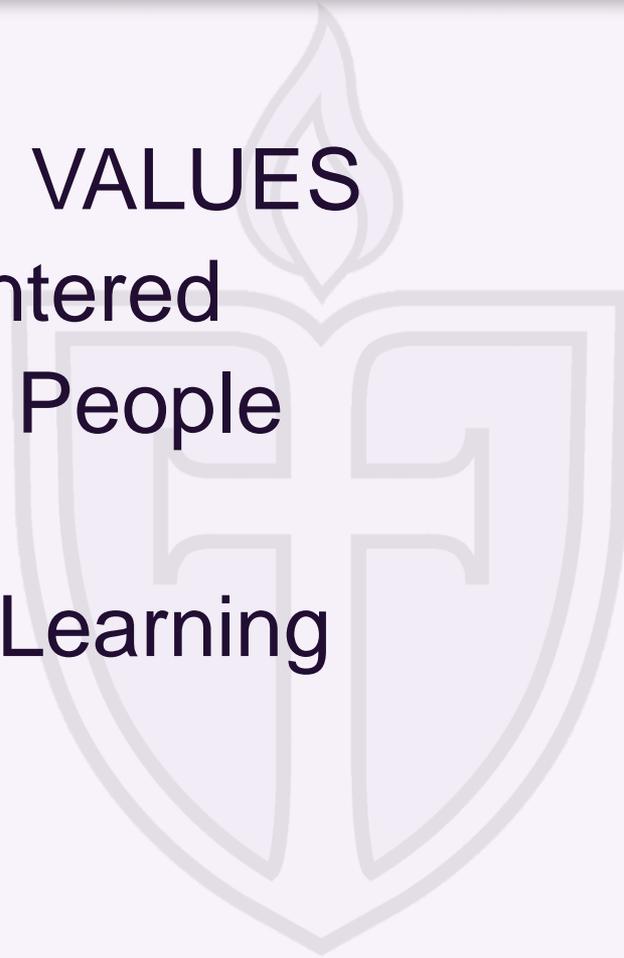**The**

Master Of Education (MEd)

Program

Concordia University Texas

Concordia University Texas

OUR CORE VALUES

- Christ-Centered
- Caring for People
- Vocation
- Life-Long Learning
- Trust
- Courage

Welcome 2019 Cohorts!

- Dr. Lori Einfalt, MED Director
- Lori.einfalt@Concordia.edu
- Office phone: 512-313-3

- Mrs. Lynne Schultz, Academic Planner
- Lynne.Schultz@concordia.edu
- Office phone: 832-341-1601

Tell Us Who Is ON-LINE with us!

- Type your name and area of specialization
- Feel free to pose questions as we go through the presentation
- We will answer what we can—some during the session and others at the end—depending on the need.
- We are glad you are with us this evening! We are here to help!!

CONCORDIA UNIVERSITY TEXAS

DEVELOPING CHRISTIAN LEADERS

Picture taken by William Mitschke, Concordia University, Communications Student

Student Resources

Student Academic Planner

Lynne Schultz

Lynne.Schultz@Concordia.edu

832-341-1601

- Role of the Student Academic Planner
  - Answer questions about schedule and registration
  - Academic Support
  - Facilitate communication across the university

Attendance Policy

- To remain enrolled, you must log into and participate in each class:

    – By Sunday of Week 1 (11:59 p.m. CT)

    – At least once every 7 consecutive days

- Additional attendance requirements unique to a course are posted in the course syllabus

Academic Integrity

- Students are expected to:

  – Practice academic and electronic honesty at all times

  – Comply with copyright laws

- Check with the CTX library, the Writing Center, or the various tutoring services for assistance properly citing your sources

Student Financial Planners

- Five Financial Planners to assist you with FAFSA questions or concerns, Student Loan Award Package, VA Benefits,

- Phone: 512-313-4700

- Email: studentcentral@concordia.edu

Tornado Textbooks

- The Concordia Bookstore will provide all of your required books for rental at $25 per credit hour. If you take 9 hours, you will be charged $255. You are automatically enrolled, it is that easy.

- This includes access codes like Thinkwell and Connect

- An average student will save approx. 35% per year. Additionally, since this is a fee, you will not pay any taxes, saving 8.25%

- Questions or concerns, contact Financial Planner

CONCORDIA
UNIVERSITY
TEXAS

DEVELOPING CHRISTIAN LEADERS

Tuition Refunds

- Before the census date:

  - 100% refund

  - Students may drop classes using MyInfo

- After the census date:

  - 0% refund

  - Students must contact their Student Academic Planner to withdraw

  - If you drop a course, your financial aid may be revised. Speak with a Financial Planner if contemplating dropping a course.

Account Access

- Access your CTX email here: http://www.concordia.edu/resources/helpdesk/account-login/

- Access your online courses (BbLearn) here: http://www.concordia.edu/resources/helpdesk/account-login/online.html

DEVELOPING CHRISTIAN LEADERS

MyInfo Access

- MyInfo access: https://myinfo.concordia.edu
- Select "Enter Secure Area"
  - Use your CTX Student ID (B00) number as the User ID
  - Enter your 6-digit PIN number sent to your CTX email
- The online student registration system, MyInfo, is used to view:
  - Classes
  - Grades
  - Student account information
  - Financial aid information
  - Degree Works

CTX IT Support

- The CTX Personal Support Center is available to assist you if you have problems logging into any of your accounts

  - 512.313.HELP (4357)

  - 24/7/365

Password Reset Service

Critical you enroll in the password reset service before you begin your coursework:

http://www.concordia.edu/resources/helpdesk/

Password and security question answers are case sensitive.

Technology Requirements

TECHNOLOGY REQUIREMENTS - STUDENTS	
REQUIRED	**RECOMMENDED**
Webcam	Microsoft Office Suite
Headset with USB	Email set up on a mobile device and password protected
Google Talk	Computer mouse
Google Drive	Computer Keyboard
Flash	Printer with scanning capabilities
Java	
Cookies enabled	
Pop-ups enabled for all Concordia Websites	
Laptop or computer with at least 4 GB of memory (no more than five years old)	
Premium DSL or better	
At least two Internet browsers installed (Chrome, Safari, Internet Explorer, Firefox)	
Working phone number kept current in our system	

Students needing Academic Accomodations

- https://www.concordia.edu/resources/success-center/

- Ruth Cooper, Director of Student Success Center

  - 512.313.5031

  - Ruth.Cooper@concordia.edu

  - Complete registration form and submit to Ruth Cooper

CONCORDIA
UNIVERSITY
TEXAS

DEVELOPING CHRISTIAN LEADERS

Preparing for Class

Remember:

- Read syllabus before class begins

- Confirm receipt of books

- Log into BBLearn to:
  - Ensure your password works
  - Test hardware/software

- Access to each class given one week before it begins

Email or call me with any questions or concerns.

Lynne.Schultz@Concordia.edu

832-341-1601

CTX Library

Library Staff

Three librarians:

- Mikail – Director of Library Services

- Marcus – Assistant Director and Systems Librarian
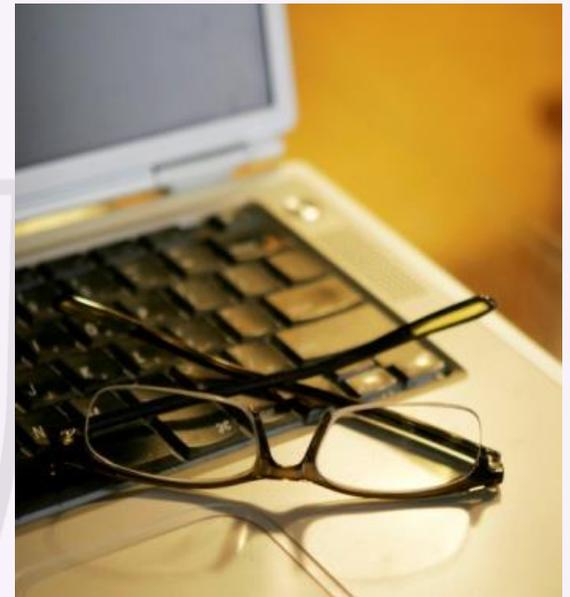
- Agatha – Head of Public Services

Concordia University Texas Library

www.concordia.edu/library

All available 24/7
From anywhere with an Internet browser

- **180,000+ eBooks**
- **Online Reference Tools** (e.g. Research Starters)
- **150+ subscription database platforms** with access to millions of full-text articles
- **50,000+** in-house print and media resources

"Jump Start"

Things to Know about *Jump Start*

***Jump Start* searches all standard databases**

after you enter your search term, you can

- Limit resources by discipline (advanced search) – *highly recommended!*
- Restrict by full-text and scholarly/peer reviewed journals* (limiters on the **left** on the main results page)   *some non-scholarly stuff like book reviews still get in, but it is a good start (you still have to use your brain!)*
- Grab citations in MLA, APA, or Chicago/Turabian (humanities) format (click CITE option on ***right*** when an item is open).

- There are also ***specialized databases*** by discipline that you can't get from Jump Start or have unique limiters, like Nurse as first author (*CINAHL*) or tools on *Stat!Ref*. Check these out by going to   the **Databases** TAB and pick the ones you want (or your instructors suggest) by subject/title.

Research Help

All Resources | Databases | e-Books | Library Catalog

Jump Start

Jump Start is a Discovery (EBSCO) search function that retrieves resources across most of our library holdings.

Keyword ▼ [   ]

Search

Advanced Search

Tweet | Like | Share | 0

Contact Information

Phone: 512.313.5050
Text: 512.981.7550

Questions? Email: library@concordia.edu

Chat Live with Us

Library Staff

Tweets by @CTXLibrary

CTX Library
@CTXLibrary

"No smoking in class-rooms, chapel...and library" #TBT Lutheran Concordia College of TX faculty meeting minutes 1934

January 29, 1936
Definitions of several students discussed. The lights on the upper floor are to be turned off at 11.00 P.M. No smoking in class-rooms, chapel, dining room, and library. Morning chapel from 9.20 - 9.45 A.M. A laboratory fee of $1.00 a semester is to be charged.

♥ ➡ 3h

Embed   View on Twitter

CTX Library

- Research Help
- About the Library
- Catalogues Online
- e-Books
- Nister: a next-generation magazine e-reader for select popular magazines (for enhanced features, mobile users may install the free Flipster app available for iOS and Android devices).

Chat Live with Us

AskAcademic

Type here to chat. Press ENTER to send.

Research Help

- ***RESEARCH HELP***

- Handouts and Guides to help with **citations** (MLA, APA, Chicago/Turabian, others); **plagiarism and copyright issues** and how they differ; **writing resources** like the **punctuation pattern sheet** or **when to use a quotation, paraphrase or summary**.   All under "Research Guides and Tutorials" link at the top of the page.

- Information about **citation tools, like Zotero**, and others.

- *New! **APA Style Central*** to help learn, research, write, and publish in APA Style. The LEARN section may be most useful. Link on bottom of main library page or under "Databases by Title" on Database TAB on "Jump Start."

Research Help Continued!

- ***RESEARCH HELP***

- If you live in Texas, under "Other Libraries" <u>upper left in the box</u>, you can find **links to other libraries** (which might be nearer if you want something specific or just a good place to study) and information about getting a **TexShare card.**

- **Remember if you need help with these resources or anything else on the library page, you can email us at <u>library@concordia.edu</u>, you can text us as 512.981.7550, or you can call us at 512.313.5050, or you can chat with a librarian (24/7) at <u>Ask Academic</u>.**

If it is a citation only, how can I get the text?

CTX Library uses interlibrary loan (ILL) to get you full text articles that are not available via our databases.

upside: little or no cost to you

downside: time (can take up to a week or more)

For an interlibrary loan, email:

library@concordia.edu

(Note: The **_more complete_** **the citation** (with **permalink** if possible) you email us, the faster you'll get it back; let us know any cost limits too!)

For those who live in Texas, there are no dead ends.

WE DON'T HAVE AN ARTICLE/JOURNAL/BOOK, OR YOU CAN'T WAIT? JUST SEND US THE FORM & WE'LL SEND YOU A CARD. MORE AT:

https://www.tsl.texas.gov/texshare/libsearch/index.php

⊙ **Libraries that accept the TexShare Card**
- Austin Community College
- St. Edward's University
- Texas State University
- University of Texas
- Most state Academic & Major Public Libraries   Form at:

https://ctxforms.wufoo.com/forms/concordia-university-texas-texshare-card-agreement/

Google Scholar wants your credit card.
Don't pay for stuff you can get for free through the library.
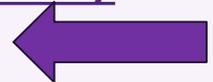
For those outside the state:

- We strongly encourage you to visit your local public libraries and the libraries of your local state institutions. Everyone has different rules, but many allow guest privileges under certain conditions. Find out what those conditions are and what services are available to you: including Interlibrary Loan (ILL), check out privileges for books and other resources, and in-house access to online collections.

- There may be an annual charge or there may be services that are free and others that are not available or only with a charge. Generally that charge will be far lower than any commercial substitute. While we will make every effort to meet your needs, having local friends is always wise. ☺

Questions?

CTX Library Contact Information:
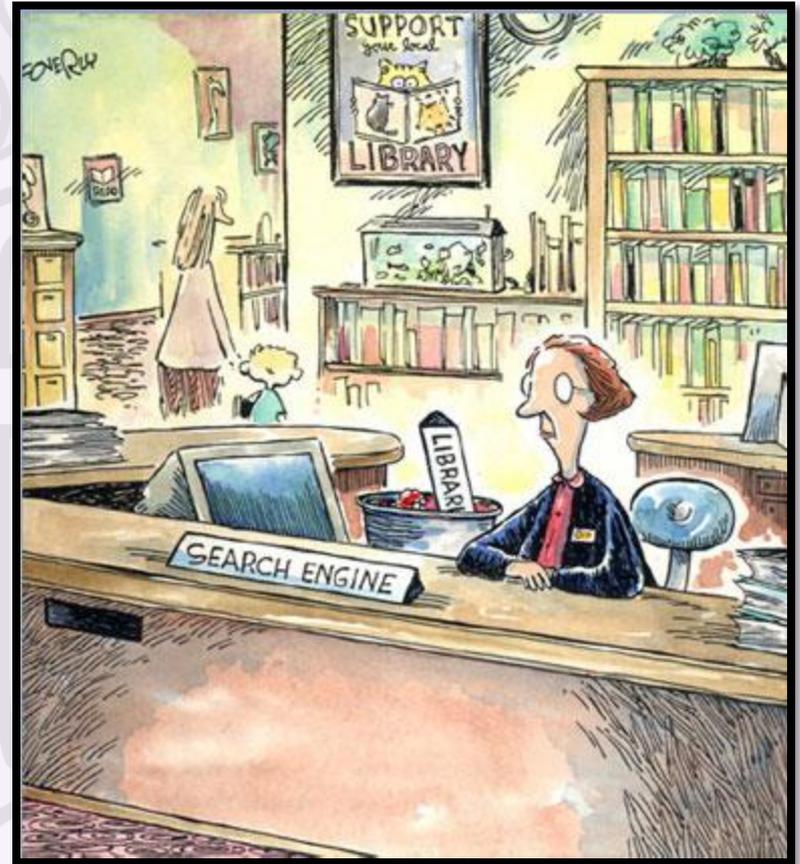512-313-5050
library@concordia.edu

Text-a-Question Option for Mobile Phone Users:
512-981-7550

AskAcademic **(24/7 most days)**
A live librarian on the other side – chat whenever!
https://www.concordia.edu/resources/ctx-library/#chat
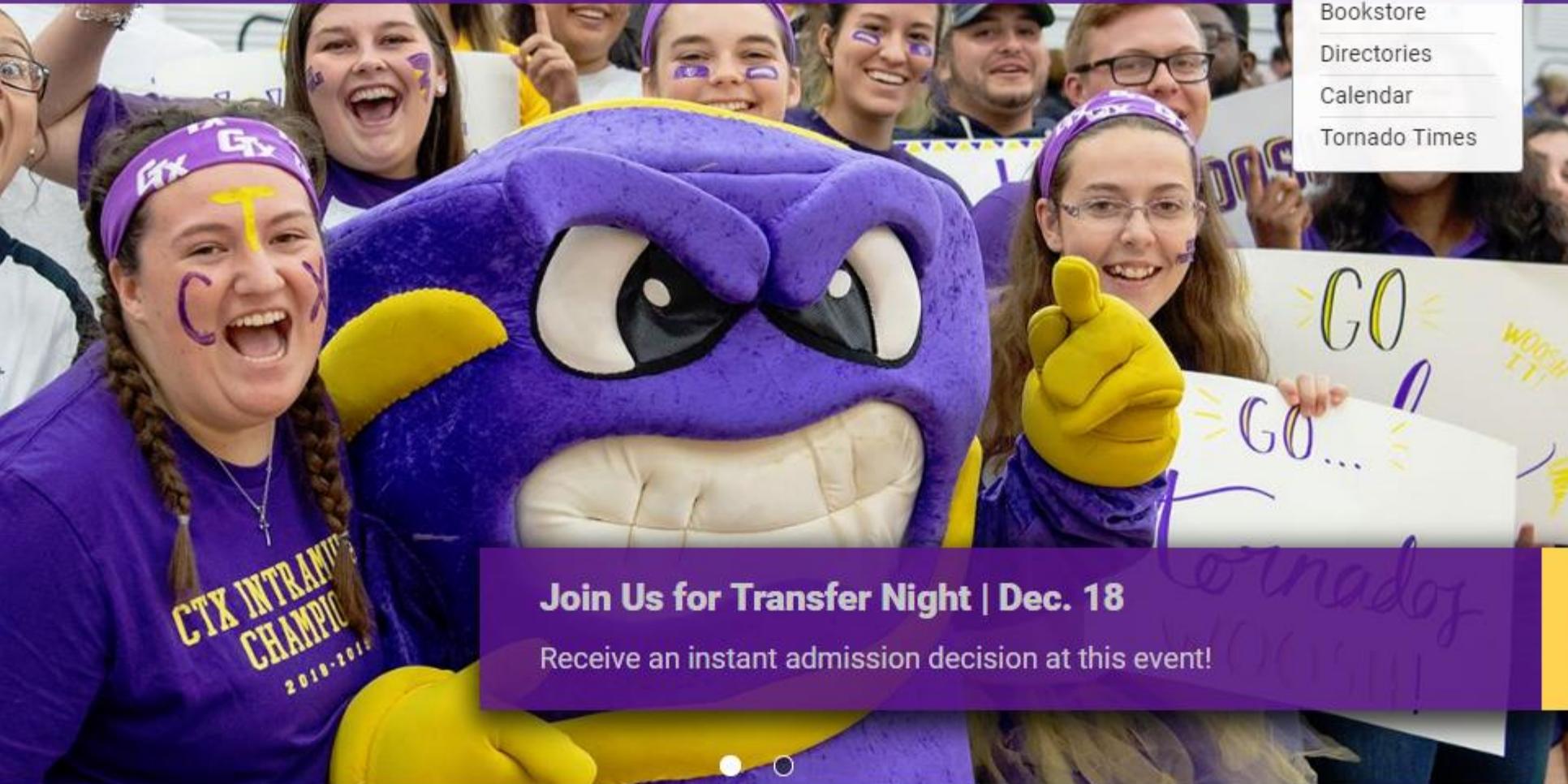
CONCORDIA
UNIVERSITY
——— TEXAS ———

Account Login

- Faculty/Staff iPhone/iPad email configuration
- Getting Assistance
- + FAQs
- Think Before You Print
- + Keep IT Secure
- + Instructional Technology
- + **Account Login**
  - Library Online Services
  - MyInfo
  - **Online**

Online

Bb Learn

Bb
Bb Learn

Log in to Bb Learn

Self-Support: Faculty / Students

Supported Browsers List

Login Instructions (PDF)

Click here to log in

Technical Resources

Don't have a Concordia Account? Click here!

CONCORDIA UNIVERSITY
TEXAS

Please enter your **full email address** and password below.

joel.rahn@ctx.edu

••••••••••

Sign in

Need help? Click Here Or call the Personal Support Center/Helpdesk at 512-313-HELP (4357)

To change your password click Here

My Institution   Courses   Organizations   Content Collection   System Admin

Personalize Page

cements

No Institution Announcements have been posted in the last 7 days.

Course or Organization Announcements have been posted in the last 7 days.

more announcements...→

ations

where you are: Leader

Orientation

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where you are: OrgAdmin

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ation to Bb Learn *(not currently available)*

▼ My Courses

Courses where you are: Instructor

sandbox-jrahn

Employee Training

Webinar Instructors

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LockDow wse Mo ng

Peer Tutoring

REL1311-His & Lit of the Old Testament (OLD) *(not currently available)*

Sandbox-JoelRahn

Teacher Ed Seminar (WORKING 8wk)

Courses where you are: Student

Curriculum Design & Practice - Spring 2019

Access your Course

A Regular Issue: Hidden Navigation

Click on the Blue bar to see Navigation

COURSE ORGANIZATION

Home Page

Curriculum Design & Practice - Spring 2019 (TEST-MED5303)

Home Page

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Week 4 - Student Culture and Social Foundations of Curriculum

Week 5 - Observation/Feedback and Curriculum Implementation

Week 6 - Professional Development and Curriculum Development

Week 7 - Planning and Curriculum Design

Week 8 - Constructed Response Written Assignment Due Wednesday

My Announcements

No Course or Organization Announcements have been posted in the last 7 days.

more announcements...→

My Tasks

My Tasks:

No tasks due.

more tasks...→

What's New

Edit Notification Settings   Actions ⌄

▶ Courses/Organizations (1)

Last Updated: December 12, 2018 7:15 AM

Needs Attention

Edit Notification Settings   Actions ⌄

No Notifications

Last Updated: December 12, 2018 7:15 AM

To Do

Edit Notification Settings

What's Past Due   Actions ⌄

▶ All Items (0)

What's Due   Actions ⌄

Select Date: 12/12/2018   📅   Go

▼ Today (0)

Nothing Due Today

▶ Tomorrow (0)

▶ This Week (0)

▶ Future (0)

Last Updated: December 12, 2018 7:15 AM

Alerts

Edit Notification Settings

Past Due   Actions ⌄

No Notifications

Retention Center Alerts

▶ Curriculum Design & Practice - Spring 2019 (4)

Syllabus and Course Information

MED 5303 Syllabus

My Office

This is a place to post your questions and concerns about the course and/or the course materials. If you prefer, you may email me; however, if you post here, your classmates will benefit from the information.

Discussion Forum Rubric

APA Tutorial

MED 5303 Tasks

MED 5303 Course Flow Chart 10-31

Heart of a teacher

Syllabus

🏠 ⌄ **My Grades**

Grades

My Grades

All Grades · Upcoming · Submitted

Order by: Course Order ▾

ITEM	LAST ACTIVITY	GRADE
Total View Description Grading Criteria		-
Weighted Total View Description Grading Criteria		-
Week 01 Discussion Forum: Introduce Yourself Introduce Yourself	UPCOMING	- /15
Week 01 Discussion Forum: Santoyo Response Discussion Forum Video	UPCOMING	- /15
Week 01 Discussion Forum: Ornstein Response Discussion Boards	UPCOMING	- /15
Week 02 Discussion Forum: Santoyo Response Discussion Forum Video	UPCOMING	- /15
Week 02 Discussion Forum: Ornstein Response Discussion Boards	UPCOMING	- /15
Week 02 Assignment	UPCOMING	- /25
Week 03 Discussion Forum: Santoyo Response Discussion Forum Video	UPCOMING	- /15
Week 03 Discussion Forum: Ornstein Response Discussion Boards	UPCOMING	- /15
Week 03 Assignment	UPCOMING	- /25
Week 04 Discussion Forum: Santoyo Response Discussion Forum Video	UPCOMING	- /15

Sidebar navigation:

Curriculum Design & Practice Spring 2 (TEST-M...)

- Home Page
- Instructor Information
- Syllabus and Course Information
- My Grades
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- Course Calendar
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- Week 3 - Data Driven Instruction Part 2 and Psychological Foundations of Curriculum
- Week 4 - Student Culture and Social Foundations of Curriculum
- Week 5 - Observation/Feedback and Curriculum Implementation
- Week 6 - Professional Development and Curriculum Development
- Week 7 - Planning and Curriculum Design
- Week 8 - Constructed Response Written Assignment Due Wednesday

Click on scores for more details

Calendar

Calendar

Calendar

December 2018

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

CALENDARS

☑ Institution

☑ Personal

☑ Course Test 6 TEST-COURSE6

☑ Curriculum Design & Practice -
   Spring 2019 TEST-MED5303

☑ Dorm Students Students-Dorm

☑ Employee Training
   EmployeeTraining

☑ Sandbox-JoelRahn Sandbox-
   JoelRahn

☑ sandbox-jrahn sandbox-jrahn

ICALENDAR

Get External Calendar Link

Today < > December 2018

SUN	MON	TUE	WED	THU	FRI	SAT
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Week 1 - Introduction to Leverage Leadership and the Field of Curriculum

Weekly Objectives

Course Materials

Students will be focusing on the following objectives for this module:

- Discuss the influences of educational philosophy and current events on curriculum planning and development.
- Be able to compare and contrast existing models of curriculum development and demonstrate how each is tied to an educational philosophy.
- Assess alternative definitions of "curriculum" and resulting implications for schools and teachers.
- Apply the "see it, name it, do it" process to the development of new skills.
- Define the seven levers related to executing quality instruction and culture.

Weekly Plan

To successfully complete this module, students should:

- Complete the required readings, videos, and PowerPoints
- Complete the practice activities
- Respond to the Introduce Yourself discussion forum
- Respond to the two learning forums
- Complete the Week 01 Performance Task assignment
- Review the supplementary resources
- Optional: Complete the optional Personal Educational Philosophy survey

Required Reading and Videos

- Ornstein: Ch.1, 2
- Glatthorn Part 1

Weekly Plan

To successfully complete this module, students should:

- Post your Self-Assessment of Learning in the Discussion Forum
- Complete the Constructed Response activity/assignment
- Complete the End of Course Assessment

08 Discussion Forum - Self-Assessment of Learning

By **Wednesday,** you will post a self-assessment of your learning in the course.

No response to a peer is required for the final Wednesday post.

Week 08 Assignment

Constructed Response Question

Mr. Jackson, an elementary school principal, plans to meet with the new Kindergarten teachers before the school year begins. Together, they plan to review a science lesson plan that was used in Kindergarten last school year. The new teachers have been asking about administrator expectations for lesson plan development. They want to determine how to improve the lesson plan for future use.

Documents

1. Is it living recording sheet
2. Living/non-living worksheet
3. Living/non-living flash cards
4. Science lesson plan
5. Science lesson plan rubric

Question

In preparation for Mr. Jackson's meeting with the teachers, he plans to review the documents so he is ready to provide input and guide the teachers during the meeting.

1. Identify the TWO most important areas of the lesson plan needing improvement. Justify why you selected each area of focus.
2. Create an exemplar demonstrating a corresponding change to a sample of ONE of the identified areas needing improvement. (An exemplar is a model that has the characteristics of a high-quality response. An exemplar is a concrete illustration of the evidence needed to meet a desired standard.)
3. Explain how Mr. Jackson should use the exemplar to coach the teachers in the area needing improvement

Be specific in your answers and cite evidence from the documents provided.

Grading Rubric

Each Performance Description Score will be multiplied by 10. Thus, the maximum points possible for this assignment is 40.

Course Tools

Helpful Resources

Common Assignment Types

Week 01 Discussion Forum: Ornstein & Glatthorn Response

Texts: Ornstein, Ch. 1&2; Glatthorn Part 1 (Pages 1-43)

After having read the required Ornstein & Hunkins and Glatthorn & Jailall readings, answer the questions below:

- Which educational philosophy (perennialism, essentialism, progressivism, reconstructionism) is most likely to influence the curriculum field in the future? What are some of the possible implications regarding the functions of school level leaders? Support your statements using citations from this week's assigned chapters (APA format).

Discussions

...ng ...s re...uc...d ...es f...m ...ur Ornstein text & Glatthorn text weekly reading by **11:55 pm on Friday** and provide a response to the posting of one other class member by **Sunday at 11:55 pm.**

DISCUSSION FORUM RUBRIC	Clarification of Required Elements for initial discussion post and response to peers.	15 points possible
Content:	Discussion forum post responds thoughtfully to the question prompt and conveys student's position well. Includes 2 citations with APA format.	4
Depth:	There is evidence of interaction with the assigned material and length (word count) requirements are met.	4
Submission	Post is on time during the week it is required.	2
Response to Peer	Response to peer provides feedback and furthers the discussion.	4
Submission	Response to peer is made by the required timeframe.	1

Week 01 Assignment

Performance Assessment Task 1: Problem Solving in the Field

Instructions

While there is nothing from Task 1 to submit this week, you are to read over and begin to conceptualize your first performance task. Review **ALL** elements of Performance Assessment Task 1 and begin planning forward for completion of work in weeks 2 and beyond.

To be completed over the course of Weeks 1 to 4: In this task, you will develop and share your philosophy of education as an instructional leader with a focus on Bloom's Taxonomy. You will compare/contrast Bloom's taxonomy to the curriculum at your current campus. You will identify problem/concerns with the implementation of the current curriculum.

Performance Assessment Task 1 Overview - Evidence of Learning

- Completed research study of Bloom
- Completed study of district/campus curriculum plan
- Compare/contrast study of campus curriculum to Bloom's taxonomy
- Determine one grade level, content area to work with

Student Preview mode is ON

Settings   Exit Preview

Discussion Board > ... > Week 1 - Introduction to Leverage Leadership and the Field of Curriculum > Week 01 Discussion Forum: Ornstein & Glatthorn Response

Discussions

Forum: Week 01 Discussion Forum: Ornstein Response

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. _More Help_

...is is a 'post-first' discussion forum.

There are currently 0 threads in this forum. Create a thread to help start the conversation!

Create Thread

FORUM DESCRIPTION

Text: Ornstein, Ch. 1&2

After having read the required Ornstein readings, answer the questions below:

- Which educational philosophy (perennialism, essentialism, progressivism, reconstructionism) is most likely to influence the curriculum field in the future? Why do you think this is so?

Note: Answer the reflective question(s) from your Ornstein text weekly reading by **11:55 pm on Friday** and provide a response to the posting of one other class member by **Sunday at 11:55 pm**.

DISCUSSION FORUM RUBRIC	Clarification of Required Elements for initial discussion post and response to peers.	15 points possible
Content:	Discussion forum post responds thoughtfully to the question prompt and conveys student's position well.	4
Depth:	There is evidence of interaction with the assigned material and length (word count) requirements are met.	4
Submission	Post is on time during the week it is required.	2
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Curriculum Design & Practice - Spring 2019 (EST-MED5303)

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Week 4 - Student Culture and Social Foundations of Curriculum

Week 5 - Observation/Feedback and Curriculum Implementation

Week 6 - Professional Development and Curriculum Development

Week 7 - Planning and Curriculum Design

Week 8 - Constructed Response Written Assignment Due Wednesday

Note: Answer the reflective question(s) from your Ornstein text weekly reading by **11:55 pm on Friday** and provide a response to the posting of one other class member by **Sunday at 11:55 pm.**

DISCUSSION FORUM RUBRIC	Clarification of Required Elements for initial discussion post and response to peers.	15 points possible
Content:	Discussion forum post responds thoughtfully to the question prompt and conveys student's position well.	4
Depth:	There is evidence of interaction with the assigned material and length (word count) requirements are met.	4
Submission	Post is on time during the week it is required.	2
	Response to peer provides feedback and furthers the discussion.	4
Submission	Response to peer is made by the required timeframe.	1

Discussions

MESSAGE

* Subject [   ]

Message

Path: p   Words:0

ATTACHMENTS

Click **Save Draft** *to save a draft of this message. Click* **Submit** *to submit the post. Click* **Cancel** *to quit.*

Cancel   Save Draft   **Submit**

Content:	Discussion forum post responds thoughtfully to the question prompt and conveys student's position well. Includes 2 citations with APA format.	4
Depth:	There is evidence of interaction with the assigned material and length (word count) requirements are met.	4
Submission	Post is on time during the week it is required.	2
Response to Peer	Response to peer provides feedback and furthers the discussion.	4
Submission	Response to peer is made by the required timeframe.	1

Assignments

Week 02 Assignment

Performance Assessment Task 1, Step 1

Identify an Instructional Problem/Challenge on Your Campus

Due Date and Total Points: Week 2 by 11:55pm Sunday - 25 points

Overview

Application of Bloom's using Curriculum & Instruction on Your Campus

- Study the levels of Bloom
- Review campus curriculum

Instructions

Prepare a written response that covers the following elements. 300 to 500 words.

- Identify your campus level of instruction (What level of Blooms is most predominant on your campus? This is based on your review of Bloom's taxonomy and your personal perception.)
- How is this current level of instruction aligned to your district approved teacher evaluation? How teachers are expected to improve their instruction in your district? (i.e. – do you use the state T-TESS evaluation system or a local system and how teachers are expected to use higher types of thinking?)
- Compare/contrast the campus curriculum to levels of thinking. Review your curriculum documents. What level of Blooms is most predominant in those documents?
- Present a significant challenge that might be impeding student learning. From your review, you should be able to identify an instructional area that could be improved. Look at your district curriculum and classroom instruction through the lens of a campus leader. In the role of assistant principal or principal it will be your responsibility to support teachers in the continuous improvement process.

Grading Rubric

Use the rubric below to guide your work:

- Performance Assessment Task 1, Step 1 Rubric

Settings | Exit Preview

urse Calendar

eek 1 - Introduction to everage Leadership and e Field of Curriculum

eek 2 - Data Driven struction Part 1 a rriculum Evaluati

eek 3 - Data Driven struction Part 2 and ychological Foundations Curriculum

eek 4 - Student Culture d Social Foundations of rriculum

eek 5 - oservation/Feedback and rriculum Implementation

eek 6 - Professional evelopment and rriculum Development

eek 7 - Planning and rriculum Design

eek 8 - Constructed esponse Written signment Due ednesday

scussions

ols

X Library Online

tor.com Online Tutoring

ackboard Help

ndshake - Career Dev

Assignments

Performance Assessment Task 1, Step 1

Identify an Instructional Problem/Challenge on Your Campus

Due Date and Total Points: Week 2 by 11:55pm Sunday - 25 points

Overview

A ___ of ___ s ___ ____ & _____ ___ Your Campus

- Study the levels of Bloom
- Review campus curriculum

Instructions

Prepare a written response that covers the following elements. 300 to 500 words.

- Identify your campus level of instruction (What level of Blooms is most predominant on your campus? This is based on your review of Bloom's taxonomy and your personal perception.)
- How is this current level of instruction aligned to your district approved teacher evaluation? How teachers are expected to improve their instruction in your district? (i.e. – do you use the state T-TESS evaluation system or a local system and how teachers are expected to use higher types of thinking?)
- Compare/contrast the campus curriculum to levels of thinking. Review your curriculum documents. What level of Blooms is most predominant in those documents?
- Present a significant challenge that might be impeding student learning. From your review, you should be able to identify an instructional area that could be improved. Look at your district curriculum and classroom instruction through the lens of a campus leader. In the role of assistant principal or principal it will be your responsibility to support teachers in the continuous improvement process.

Grading Rubric

Use the rubric below to guide your work:

- Performance Assessment Task 1, Step 1 Rubric

ASSIGNMENT SUBMISSION

Text Submission | Write Submission

Attach Files | Browse My Computer | Browse Content Collection | Browse Cloud Storage

*When finished, make sure to click **Submit**.*
*Optionally, click **Save as Draft** to save changes and continue working later, or click **Cancel** to quit without saving changes.*

Cancel | Save Draft | Submit

Concordia University Texas

Specializations: Summer 2019

- **Our MED Specializations Starting this Spring**:

  Coaching and Sports Administration

  Educational Administration

  Instructional Leadership

Core Coursework for CSPAD

Core Courses (12 hours)

- Summer 1 MED 5310 Org. Beh in Sports

- Summer 2 MED 5311 Law & Sp. Admin.

- Fall 1   MED 5308 Ethics & Leadership

- Fall 1 SPAD 5301 Critical Issues

- Fall 2 SPAD 5303 Finance

Core Sequence for EDAD & IL

Core Courses (12 hours)

Summer 1 MED 5308 Ethics & Leadership

Summer 2 MED 5303   Curriculum

Fall 1 MED 5309 Diff Instruction

Fall 2 MED 5305 Action Research

CONCORDIA UNIVERSITY TEXAS

2 Benchmarks for Principal Preparation

No Benchmarks for Instructional Leadership

First Benchmark takes place during Summer 2, 2019
Achieve a proficient score for AP Interview simulation and timed writing in-box scheduled in advance

Second Benchmark takes place in Fall 1, 2019
Achieve a proficient score for PASL-like task during MED 5309.

- **The two benchmarks are tasks in addition to your regular coursework. They take place outside of class.**

Principal Certification Testing

TExES 268
- Students will continue to take a 100 question multiple choice test which will include video prompts
- 268 will include 4 constructed response questions – which comprise 40% of the exam grade.

Performance Assessment for School Leaders (PASL)
- The PASLs are portfolio submissions covering three tasks selected by the student that deal with real school-related issues that students work to improve on their respective campuses.

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TEXAS

DEVELOPING CHRISTIAN LEADERS

Practicums for EDAD and CSPAD Specializations:

There are internships for EDAD & CSPAD

You will be responsible for finding a campus on which to do your internship.

Your principal must give permission for you to complete your internship on campus.

You will have required forms to complete prior to your practicum/internship.

General Thoughts

- **Graduate School =**
  - **Commitment**
  - **+**
  - **Time management**
  - **+**
  - **Perseverance**
  - **=**
- **GOAL ATTAINMENT!**
- Be open to feedback
- 'B' is not a bad grade
- 'B' average to stay in good standing

Begin with the end in mind