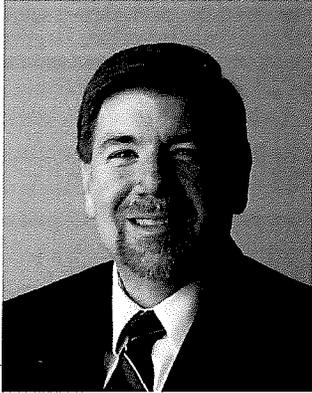


Appendix 8 :

Professional Vitae



Curriculum Vita
Of
Dr. Brad E. Oliver

Personal Data

Address: 4205 N. Redding Road
Muncie, IN 47304

Telephone: 765-717-0996

Internet: brad4education@gmail.com

Current Position

Associate Dean, School of Educational Leadership
Education Unit Head
College of Adult and Professional Studies
Indiana Wesleyan University
Marion, Indiana

Academic Background

Degrees:

Ed. D., Educational Leadership and Supervision (May 2003)
Ball State University, Muncie, Indiana

Cognate: Curriculum Studies

Dissertation: "Measuring Stages of Teacher Concern About Instructional Technology:
A Descriptive Study of Select Indiana Elementary Teachers' Attitudes and Beliefs"

Ed. S., Educational Leadership and Supervision (December 2001)
Ball State University, Muncie, Indiana

M.A.E., Educational Leadership and Supervision (July 1997)
Ball State University, Muncie, Indiana

B.A., Elementary Education (December 1992)
Marshall University, Huntington, West Virginia

Post-Graduate Study

July 2007, Certificate of Participation Darden/Curry Partnership for Leaders in Education

In my capacity as Director of Professional Services for the Muncie Community Schools, I was selected by the Wallace Foundation to complete a two-year course of study at the University of Virginia, co-sponsored by the Curry School of Education and the Darden School of Business. The Darden/Curry Partnership for Leaders in Education seeks to train superintendent leadership teams and school board members in innovative solutions for improving schools by merging best practices from business and education. Two examples of these best practices include the use of balanced scorecards to monitor goal progress and the use of project management tools for managing large change innovations within a school system.

Certifications

Professional Teacher's License: General Elementary, 1-6, 7/8 Non-Departmental
Expired: April 28, 2009 (#668286)

Standard Elementary Administration and Supervision License: Rules 46-47 Original
Elementary Administration and Supervision
Expires: April 20, 2014 (#901640)

Standard Administration and Supervision License: Rules 46-47 Professional
Superintendent
Expires: February 22, 2017 (#971651)

Professional Work Experience

Present **Associate Dean, School of Educational Leadership
Education Unit Head**
Indiana Wesleyan University
Marion, Indiana

Significant Accomplishments:

- *Provided leadership to the Education Unit during the 2010 NCATE Continuous Improvement pilot, resulting in full accreditation of the Unit through 2017*
- *Implemented a practitioner-scholar model in the Principal Licensure Program resulting in the current candidate pass rate of 98.7% and mean pass rate of 180 (on first attempt) as measured by the ETS School Leadership Licensure Assessment*

- *Developed several new majors to the Masters of Education program, including teacher leadership, special education, high ability, and English language learning*
- *Developed the MBA in School Administration degree scheduled to begin in the spring semester 2014*
- *Developed the A.S. and B.S. in Early Childhood Education degrees scheduled to begin in the spring semester 2014*
- *Developed a strategic partnership with 3rd Learning PLS of Buffalo, NY to offer the Professional Development Differently program to teachers leaders in Indiana (i.e., an online diagnostic and content delivery system based on the Danielson Effective Teaching Frameworks)*
- *Developed a strategic partnership with Ambassador Enterprises of Fort Wayne, IN to offer the Passport to Innovative Education program for Indiana educators seeking to improve their leadership efficacy*

2013-2003 **Administrative Faculty/Adjunct Faculty**
 School of Educational Leadership
 Indiana Wesleyan University, Marion, Indiana

Summary of Courses Taught in initial and advanced programs:

- Curriculum Development and Design
- District Curriculum Leadership
- Philosophy of Education
- Assessment for Learning
- Instructional Theory and Design
- Multicultural Education
- Culturally Responsive Teaching
- Ethics
- Action Research
- Educational Leadership
- The Principalship
- Organizational Culture & Change
- Organizational Theory & Leadership
- School Law
- School Finance
- Human Resources
- Facilities
- Student Teaching

2008-2009 **Director, Master of Education Program**
 Indiana Wesleyan University
 Marion, Indiana

Significant Accomplishments:

- *Led significant revisions to Masters of Education curriculum, including the development of revised program gateways, program assessment system alignment to new Unit Assessment System, and faculty development initiatives.*
- *Authored educator preparation submission documents on behalf of Indiana Wesleyan University and as submitted to the Kentucky Education Professional Standards Board.*
- *Institutionalized new program structures and processes to improve program efficiency and efficacy with regard to meeting the needs of adult learners enrolled in the M.Ed. program. Most of these can be documented in the 2008-2009 CAPS Bulletin.*

2004-2008 **Director of Professional Services, Muncie Community Schools**
Muncie, Indiana

Significant Accomplishments:

- *Authored several competitive and non-competitive federal, state, and private grants increasing external fund resources available to the school district to over 10 million dollars annually.*
- *Developed a district template for combining state and federal accountability requirements associated with the development of site-based school improvement plans.*
- *Designed a comprehensive professional development program for the district that provides year-round training opportunities for administrators, teachers, and support staff. The program is recognized by the Division of Professional Standards at the Indiana Department of Education for the purpose of administering certification renewal units for teacher licensure.*
- *Provided district leadership under NCLB 2001 as both the Local Education Agency (LEA) Improvement Committee Chairperson and as the Instructional Leadership Team Chairperson for a Title I Elementary School currently undergoing mandatory restructuring.*
- *Instituted curriculum calendars (mapping) and common formative assessments across the district to address deficiencies with respect to systematic instruction.*
- *Created and implemented a two-year teacher induction program for teachers new to the Muncie Community Schools.*
- *Serve as a member of the State Title I Committee of Practitioners for the purpose of advising the Indiana Department of Education on LEA efforts to successfully implement federal accountability initiatives.*

2006-2008 **Adjunct Faculty, Masters of Education Program**
Anderson University, Anderson, Indiana

Significant Accomplishments:

- *Developed courses (including course syllabi) for NCATE approval as part of a new Masters of Education program for teachers. Courses have included Action Research for the School Leader and School Facilities and Finance.*
- *Taught courses on action research, school facilities & finance, and school law.*

**2004 – 2002 Assistant Superintendent, Twin Lakes School Corporation
Monticello, Indiana**

Significant Accomplishments:

- *Oversaw the implementation of curriculum mapping and common formative assessments through the use of the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP).*
- *Developed a standards-based grade card system for use in grades K-5. The Twin Lakes School Corporation still utilizes this form of nine-weeks grade reporting.*
- *Managed the installation and implementation of wireless micro-link towers associated with an upgrade of the district's telephone system that features IP telephony.*
- *Acquired and implemented bus transportation software to improve transportation routing issues and to improve the ability of the district to study student demographic patterns.*
- *Contributed to preparation of annual budgets, including capital projects funds, transportation fund, and bus replacement fund.*
- *Managed over two million dollars in federal, state, and private grants and successfully authored three federal competitive grants that provided more than \$900,000 for three of the district's elementary schools as part of the federal Reading Excellence Act.*
- *Developed a data warehouse tool utilizing Filemaker Pro to allow for district disaggregating of academic achievement data as well as data warehousing and mining.*
- *Assisted with the facility design and renovation of new athletic facilities at Twin Lakes High School.*

**2002 – 1999 Principal, Twin Lakes School Corporation, Monticello, Indiana
Oaklawn Elementary School, K-5**

Significant Accomplishments:

- *Provided instructional leadership to a rural school of 350 students, K-5, that demonstrated significant academic improvement in English/Language Arts and Mathematics over a three-year period.*
- *Created a very successful Parent/Teacher Organization. At the end of my three year tenure as principal, the Oaklawn PTO had an annual budget of over \$25,000 and had created a Teacher Mini-*

Grant program funding over \$18,000 in classroom projects annually.

- *Managed facility renovations at Oaklawn Elementary School that totaled more than \$500,000 to renovate existing restrooms, playground ground equipment, and complete major upgrades to HVAC systems and external wall surfaces.*
- *Successfully led the transition from Indiana's former accreditation process to the state's new accountability system (PL 221- 1999) that measures school improvement by examining cohort student populations over time. Developed the first PL 221 school improvement plan that was later utilized as a template for the other schools in the district.*

1999 – 1994 **Teacher**, Noblesville School Corporation, Noblesville, IN
5th Grade, Noblesville Intermediate School
5th Grade, Stony Creek Elementary

Significant Accomplishments:

- *Served on a school steering committee that successfully completed the requirements associated with obtaining North Central Accreditation (NCA).*
- *Provided leadership to the school's English/Language Arts Committee that won the Indiana State Reading Association's Reading Award in 1995.*
- *Served on numerous curriculum and textbook adoption committees.*

Leadership and Professional Organization Experience

Present **Member**, State Board of Education, 6th Congressional District, Appointed by Governor Mike Pence in 2013

2012 **Candidate**, Indiana House of Representatives, House District #34

2011 – 2010 **Member**, Indiana Professional Standards Advisory Board, Appointed by Governor Mitch Daniels in 2012

2013 – 2008 **Member**, Indiana Association for Colleges of Teacher Education

2013 – 2008 **Member**, Association of Teacher Education - Indiana

2013 – 1999 **Member/Associate Member**, Indiana Association of School Principals

2013 – 1999 **Member**, Association for Supervision and Curriculum Development

2013 – 2001 **Member/Associate Member**, Indiana Association of Public School Superintendents

2013 – 2008 **Member**, Council of Christian Colleges and University

2012 – 2006 **Member**, Bridge Community Church Leadership Council

2009 – 2007 **Guest Lecturer**, Darden/Curry School Partnership, Univ. of Virginia

2009 – 2004 **Member**, National Staff Development Council

2009 – 2004 **Member**, Indiana Staff Development Council

2008 – 2003 **Kiwanis Club**, President-Elect (2008), Vice-President (2007)

- 2008 – 2005 **Member**, Ind. Dept. of Ed. Title I Committee of Practitioners
- 2008 – 2005 **Vice-Chairperson**, Republican Precinct #47, Muncie, IN
- 2008 – 2001 **North Central Accreditation**, Peer Review Team Chairperson
- 2006 – 2004 **Board Member**, Christian Student Foundation, Muncie, IN
- 2006 – 2005 **Deacon**, University Christian Church, Muncie, IN
- 2006 – 2004 **Martin Luther King, Jr. Institute**, Board Member, Muncie, IN
- 2003 – 1999 **Member**, Indiana Association of School Principals
- 2003 – 2001 **Monticello Library Board, President**, Monticello, IN
- 2003 – 2001 **White County Drug Free Task Force Member**, Monticello, IN
- 2003 – 2001 **Broad Based Advisory Council Chairperson**, Monticello, IN
- 2003 – 1999 **Member**, Phi Delta Kappa, Ball State University Chapter, Muncie, IN
- 2001 – 1999 **Chairperson, Twin Lakes PTO Kids Fund**, Monticello, IN
- 2001 – 2000 **Superintendent's Intern**, Twin Lakes School Corp., Monticello, IN
- 2001 – 2000 **White County Strategic Plan Committee**, Monticello, IN
- 2001 – 1999 **Boy's Basketball Coach**, Twin Lakes Little Indians, Monticello, IN
- 2001 – 1998 **Sponsor, IACE Math Bowl Competition**
- 2001 – 1998 **Sponsor, IACE Spell Bowl Competition**
- 1997 **Graduate Assistant**, Curriculum Studies, Ball State University

Honors & Citations

- 2010 **Chair**, IWU Education Unit Accreditation Committee
- 2009 – 2007 **Guest Lecturer**, Exec. Leadership Program, University of Virginia
- 2008 – 2006 **Program Completer**, Exec. Leadership Program, University of Virginia
- 2007 **Recipient**, Who's Who Among American School Administrators
- 2006 **Recipient**, Who's Who Among American Educators
- 2006 **Graduate**, Community Leadership Academy of Muncie & Delaware Co.
- 2004 – 1998 **Jr. Division Chair**, Mid-Western Educational Research Association
- 1997 **Recipient**, National Instructional Web Site of the Year,
PBS Adult Learning Services & National Telecommunications Council
- 1997 **Recipient**, Dean's Citation for Academic Excellence,
Ball State University

Presentations

Oliver, B.E. (2013). *Curriculum mapping and key assessment design and development*.

A national webinar sponsored by the Council of Christian Colleges & Universities. Washington D.C.

Oliver, B.E. & Freemyer, J. (2010). *Training public school principals to lead change*.

A poster presentation made at the Annual Meeting of the International Leadership Association. Boston, MA.

Oliver, B.E. (2010). *Leadership and change: The difficulties of leading teachers*

through school improvement. A presentation made at the Tobias Leadership Conference. Indianapolis, IN.

Oliver, B.E. (2008). *Navigating accountability: What charter schools need to know*

about NCLB 2001 & PL 221. A presentation made at the Indiana Charter School Summer Institute hosted by Ball State University. Indianapolis, IN.

Oliver, B.E. (2008). *Managing district curriculum through project management*

oversight committees. A presentation made at the 6th Annual Delaware Policy & Practice Institute. Dover, DE.

Oliver, B.E. (2008). *Using balanced scorecard and project management processes to*

improve schools. A presentation made at the 2008 Executive Leadership Program hosted by the Darden/Curry Partnership for Education, University of Virginia.

Oliver, B.E. (2007). *A successful school reform: One school's restructuring story*. A

presentation made at the 2007 Council of Chief State School Officers Data Conference. St. Louis, MO.

- Oliver, B.E. (2007). *Utilization of the balanced scorecard and project management oversight process: Lessons learned in year one implementation*. A presentation made at the 2007 Executive Leadership Program hosted by the Darden/Curry Partnership for Education, University of Virginia.
- Oliver, B. E. (2007). *The changing landscape of Title I: A LEA and SEA perspective*. A presentation at the 2007 Indiana Urban Schools Association Annual Meeting. Indiana Historical Society. Indianapolis, Indiana.
- Oliver, B. E. (2006). *Creating professional learning communities that work*. A presentation made at the 2006 Indiana Urban Schools Association Annual Meeting. Indiana Historical Society. Indianapolis, Indiana.
- Oliver, B. E. (2006). *Creating effective extended day learning programs*. A presentation made at the Indiana Student Achievement Institute sponsored by the Indiana Department of Education. Indianapolis, IN.

Publications

- Oliver, B. E. (2003). *Measuring stages of teacher concern about instructional technology: A descriptive study of select Indiana elementary teachers' attitudes and beliefs*. Library of Congress.
- Oliver, B. E. (1998). *Enhancing elementary curricula through Internet technology*. Mid-Western Educational Researcher, 11 (4). ED413-862.
- Oliver, B. E. (1998). [co-author]. *Enhancing classroom interaction in distance education utilizing the World Wide Web*. Mid-Western Educational Researcher, 11 (4). ED413-817.
- Oliver, B. E. (1998). [co-author]. *Future proofing faculty: The struggle to create technical life –long learners*. Mid-Western Educational Researcher, 11 (4). ED413-814.
- Oliver, B. E. (1998). [co-author]. *Observation of instruction via distance learning: The need for a new evaluation paradigm*. Mid-Western Educational Researcher, 11 (4). ED413-815.
- Oliver, B. E. (1998). [co-author]. *Student perspectives: Responses to Internet opportunities in a distance learning environment*. Mid-Western Educational Researcher, 11 (4). ED413-816.
- Oliver, B. E. (1998). *Journey with children*. A book review for educational HORIZONS, 76 (4).
- Oliver, B. E. (1996). *Establishing curriculum through effective public relations*. Washington, D. C.: Eric Digest. ED403-648.

Oliver, B. E. (1996). *Community relationships: The keys to school success*. [An interview with 1996 National Teacher of the Year, Elaine Griffin]. Washington, D.C.: Eric Digest. ED405-311.

Grants

Oliver, B.E. (2007). **George and Frances Ball Foundation - \$30,000.** A competitive grant to support an after-school academic program for children in grades K-3 that attend an urban, inner-city school.

Oliver, B.E. (2007). **Kitselman Foundation - \$30,000.** A competitive grant to support an after-school academic program for children in grades K-3 that attend an urban, inner-city school.

Oliver, B. E. (2006). **Eli Lilly Community Development Grant - \$250,000.** A competitive private foundation grant that was written for the Community Foundation of Muncie and Delaware County. The grant allowed the Community Foundation to secure the services of a full-time resource development officer in Muncie, Indiana.

Oliver, B. E. (2006). **Calvin Institute for Worship - \$12,000.** A competitive private foundation grant that was written for the Ball State University Christian Student Foundation to fund a worship project involving Ball State University students during the 2006-2007 academic year.

Oliver, B. E. (2006). **Title II, Part B Improving Teacher Quality Grant - \$286,000.** A competitive federal education initiative regulated by the Indiana Department of Education. This three year grant sponsored a partnership between Muncie Community Schools and Ball State University to provide teacher training in the area of algebra readiness. The grant concluded in June 2009.

Oliver, B. E. (2003). **Reading First Grant - \$181,889.** A competitive federal grant targeted toward the development of a comprehensive K-3 reading program at Oaklawn Elementary School, Twin Lakes School Corporation, Monticello, Indiana.

Oliver, B. E. (2003). **Indiana Reading Excellence - \$276,516.** A competitive federal grant targeted toward the development of a comprehensive K-3 reading program at Eastlawn Elementary School, Twin Lakes School Corporation, Monticello, Indiana.

Oliver, B. E. (2003). **Indiana Reading Excellence - \$307,220.** A competitive federal grant targeted toward the development of a comprehensive K-3 reading program at Woodlawn Elementary School, Twin Lakes School Corporation, Monticello, Indiana.

Oliver, B. E. (2003). **Indiana Reading Excellence - \$327,060.** A competitive federal grant targeted toward the development of a comprehensive K-3 reading program at Meadowlawn Elementary School, Twin Lakes School Corporation, Monticello, Indiana.

References

Douglas P. Clark, Ed.D.

Professor and Vice President for Academic Affairs
Indiana Tech
1600 E. Washington Blvd.
Fort Wayne, IN 46803
847-736-0784

Marlin B. Creasy, Ph.D.

Retired Superintendent, Muncie Community Schools
Adjunct Faculty, Ball State University, Indiana Wesleyan University
Consultant, Indiana Education Employment Relations Board
505 N Greenbriar Rd
Muncie, IN 47304
765-212-4470

Nancy Saunders, Ed.D.

Professor, School of Educational Leadership
4301 W Riverside Ave
Muncie, IN 47304
765-747-1033

Dr. Karen A. Inamdar Dowling

trentandkarendowling@gmail.com

5951 W. Co. Rd. 500 North Muncie, IN 47304

765.744.9326

Education

- Doctor of Philosophy, Educational Studies: Curriculum, Social Foundations & Technology; July 2012
Ball State University, Muncie, IN
Dissertation: Exploring Multicultural Consciousness of Culturally-Responsive Novice Teachers
- Master of Arts, Educational Leadership & Supervision; July 2004
Ball State University, Muncie, IN
- Bachelor of Arts Spanish and Japanese teaching; May 1997
Ball State University, Muncie, IN
- Indiana Licensure: Administration K-12; Teaching 5-12

Honors

- Graduated Summa Cum Laude
Ball State University 1997
- Project-E Excellence in Teaching Award
Recognition at the John Wooden Classic, nominated by a colleague, parent and student
- Toyota International Teacher Exchange Program Tour
Study tour of Japanese education, environment, culture, business, and history
- Fulbright Memorial Fund: Japan 1998
- Teacher of the Year, 2003
- New Teacher of the Year nominee, 1997
- Grants received: Summer Assessment Grants, Ball State University 2009 & 2010; Robert Bell Creativity grants: Hands-on Japanese culture, Crazy Kimonos for the Culture Curious; MSD Washington Township Foundation Grant: Spanish puppet theatre and literacy project

Professional Experiences

University Level

Director, Adult Teacher Licensure Programs, College of Adult and Professional Studies
Indiana Wesleyan University, Marion, IN
June 1, 2012-present

- Transition to Teaching program
- Adult, online education
- Course Writer; Curriculum Developer
- Accreditation
- New program (A.S. and B.S. in Early Childhood Education)
- IRB Member
- Admissions Review Committee Member
- Engagement with the Hispanic Market Team
- Student Academic Success Initiative

Administrative Faculty
Indiana Wesleyan University, Marion, IN
June 1, 2012-present

Assistant Professor, Spanish
Taylor University
August 2011-June 2012

Contract Faculty Member, Educational Studies Department
Ball State University, Muncie IN
August 2005-July 2011

- Professional Development School Liaison
- Instructor of Pedagogy, Multicultural

Primary and Secondary Level

Muncie Community Schools
Muncie, IN
August 2000-2005

- Teacher of Japanese and Spanish
- Created Japanese program for Central and Southside High Schools
- Member of Character Education committee and Initiative
- Supervised student teachers university participants, and international exchange teachers
- Sponsor of Class of 2001, Japan Club, and Multicultural Student Association
- In-house Assessment Committee member

MSD Washington Township
Indianapolis, IN
August 1997-May 2000

- North Central High School Japanese and Spanish teacher
- Supervised Japan Teacher Exchange students
- Sponsored: Key Club, Spanish Club, Freshman Orientation Program, PantherQuest Student Leadership, and Japanese Club

World Language Academy, co-director
Muncie, IN
2001-present

- Education, and Introduction to Teaching
- University Supervisor for Secondary Student Teaching

Adjunct Faculty, Department of Modern Languages
Taylor University, Upland, IN
Spring 2011

Adjunct Faculty, Education Department
Indiana University, Kokomo, IN
Fall 2008

- Created curriculum for Multicultural course
- Supervised field experiences in urban school settings

- HOLA Spanish: Summer camp
- Business Spanish
- Missions Spanish

Professional Presentations

Midwest Scholars (Teaching Cultural Competence in the Online Environment, 2014 accepted)

Association of Teacher Educators (Experiences of "Otherness" as a Dimension of Multicultural Consciousness, 2014)

Diversity Training for Marion Community Schools' Administration, Faculty and Staff, 2014

Midwest Educational Research Association (ABCs: Accessing and Building on Cultural Competencies, 2013)

Guyanankur Schools professional development, Pune, India, February 2013

Midwest Scholars Conference (Exploring Cultural Competence within the School Context and the Resulting Implications for a Teacher Preparation Program, March 2013)

Midwest Association of Teacher Educators (Exploring Multicultural Consciousness in Culturally Responsive Novice Teachers, 2013)

National Association of Professional Development Schools (Simultaneous Renewal: Technology Integration in a Teacher Education Course and in a Local High School, March 2011)

National Association of Professional Development Schools (Course Scheduling Advantages and Disadvantages Regarding Teacher Education Courses in Professional Development Schools, March 2010)

International Society of Educational Biography (A Woman's Body as a Roadmap to Gender Identity, April 2008)

Midwestern Educational Research Association (Walking the Tightrope: A Chasm between Pre-service Teacher Education and In-Service Teaching, Fall 2007)

Indiana Foreign Language Teachers Association, 1997-2005

1. Annual New Teacher Workshop with Indiana Department of Education
2. Content methods presentations

Committees, Memberships and Service

Association for Teacher Education (ATE)

American Association of Colleges for Teacher Education
Member and Reviewer, 2013

Association of Teacher Education – Indiana (ATE-I)

Ball State University Museum of Art, Education Committee, 2008-2011

Beyond ICAN Special Needs Organization, Muncie, IN, Board Member

Indiana Association of Colleges of Teacher Education

Indiana Association of School Principals

Dissertation Committee, *Curricular Leaders and Change: How Leadership Styles Affect Change*, November 2013

National Association of Multicultural Education, Member and Reviewer, 2012-present

(Experiences of “Otherness” as a Dimension of Multicultural Consciousness)

National Association of Professional Development Schools, 2009-2012

Motivate Our Minds, Muncie, IN, Board Member

Muncie First Church, Ministry Leader, 2006-present

Muncie Children’s Museum Annual Campaign Chairperson, 2009-2010

Parents Encouraging Parents of Delaware County, Board Member

Project Leadership, Muncie, Mentor for High School Student

South Asia Muncie Association, 2008-present

Educational Studies, Ball State University, Evaluation Committee, 2008

Educational Studies, Ball State University, Chair’s Advisory Committee 2009

Wes-Del Parent Teacher Organization, Leader and Committee Member

Wes-Del Athletic Boosters

References

Monique Armstrong 765.289.1990
Executive Director
Motivate Our Minds, Muncie

Rev. Larry Batchelor 765.664.9051
Graduation Coach and Minister
Marion Schools and Community

Dr. Jayne Beilke 765.285.5460
Department Chair, Ball State
Educational Studies

Mr. Dick Daniel 765.747.5250
Former Principal and Project
Leadership Director

Pastor J. Mark Dill 765.744.2512
Muncie First Church of the Nazarene

Mr. Steve Edwards 765.662.2546
Former Assistant Superintendent,
Muncie Schools

Mrs. Julie Harbert 765.677.1168
Program Assistant, Indiana Wesleyan
University

Dr. Connie Lightfoot 765.998.5108
Dean
Taylor University

Dr. Brad Oliver 765.677.1536
Dean, Educational Leadership
Indiana Wesleyan University

Mrs. DiLynn Phelps 765.747.5211
Diversity Administrator,
Muncie Community Schools

Dr. Nancy Saunders 765.677.1168
Faculty/Direct Report

Mrs. Rebecca Thompson 765.747.5230
Southside High School Principal

Dr. Dan Treber 765.998.5249
Taylor University Department Chair

Dr. Mary Alice Trent 765.677.2712
Department Chair, Language Department
Indiana Wesleyan University

Dr. Terry Wiedmer 765.285.5460
Former University Professor and
Colleague, Ball State University

Judith A. Valos

Continuous Improvement Specialist

EDUCATION

Leadership Academy, University of Virginia—2009-2010
Professionalize Administration and Supervision License July 1999
Ball State University, Muncie, Indiana
M.A. Elementary Administration and Supervision July 1998
Ball State University, Muncie, Indiana
B.S. Elementary Education May 1983
Ball State University, Muncie, Indiana

EXPERIENCE

Software Technology, Inc. 2008-Present

School Improvement Specialist

- Assisted the Manager for the department of STIAchievement Services.
- Conducted educational research that leads to the development of the coaching materials used by STIAchievement Services.
- Coordinated coaching efforts with members of the STI Sales Team.
- Conducted state-wide coaching projects for states that purchase coaching services.
- Partnered with the STIAssessment Team in the promotion of the formative assessment software designed to improve student learning.
- Analyzed data as well as content and other areas in need of improvement from schools and districts in need of coaching services.
- Worked within the set guidelines of the improvement plans to assist schools in meeting student achievement score goals.
- Assisted in the development of formative assessments for schools in the coaching program.
- Prepared analyses of coaching programs for administrators of schools and districts on contract with STIAchievement Services.

Muncie, Indiana Community Schools 2004-2008

Director of Secondary Curriculum, Instruction, and Assessment

Wilson Middle School, Muncie Community Schools 2000-2004

Principal

Harrison Elementary, Wes Del School Corporation 1998-2000

Principal, Case Conference Coordinator, Safe and Drug Free School Coordinator

Muncie, Indiana Community Schools 1984-1998

Garfield Elementary, Muncie Community Schools 1990-1998

Fifth Grade Teacher

Garfield Elementary, Muncie Community Schools 1984-1990

Sixth Grade Teacher

Muncie Star, Muncie, Indiana 1985-1995

Free Lance Writer

CERTIFICATION

State of Indiana Teacher's License: Elementary Administration and Supervision.
State of Indiana Teacher's License: General Elementary, 1-6 and 7/8 Non-Dept.

LEADERSHIP EXPERIENCE PRIOR TO ADMINISTRATION

Economics Education Representative for Economics America, 1986-1998.

Lead Teacher for Pilot Program-Choices and Changes, 1993.
Building Representative for Muncie Community Schools Technology Committee, 1993-1996.
Technology Trainer, Muncie Community Schools, 1993-1998.
Coordinator for Garfield Elementary School Science Fair, 1987-1998.
Committee Chairman, Title One School-wide Planning and PBA, Garfield Elementary, 1996-1998.
Director of Christmas Program, Garfield Elementary, 1987-1997.
Dance Team Coach, Garfield Elementary, 1996-1998.
Indiana Technology Associate, 1997-1998.

PROFESSIONAL AFFILIATIONS

Muncie Area Reading Council, (Co-editor, Reading Connections), 1989-1993
Indiana Reading Association; Indiana Computer Educators (Conference Presenter, 1995)
Association of Supervision and Curriculum Development
Indian Association of School Principals (President of District 6, 2001-2001, State Board of Directors, 2002-2004)
IPLA graduate
Indiana Association of Urban Schools (presentation 2003 and 2005)

GRANTS

Indiana Mini Economics Grant 1991, 1992, 1993.
Ball Foundation Technology Grant 1994, 1995, 1996, 1998.
Indiana Safe and Drug Free School 1998, 1999.
Title II DETT Competitive Grant 2002.

AWARDS

Middle School Principal of the Year 2004
Who's Who of American Teachers 1998, 2000, 2003, 2005
Olin Davis Award for Exemplary Teaching of Economics, Regional Winner 1993.
Olin Davis Award for Exemplary Teaching of Economics, Honorable Mention 1992.

Appendix 9 :

Course Syllabi

EDUT-530

Culturally Responsive Teaching: Accessing and Building Competencies

Indiana Wesleyan University (IWU)

Required Textbook(s)/Materials:

Bennett, C. (2010). *Comprehensive multicultural education theory and practice*. (7th ed.). Boston: Pearson.

Course Description (From Catalog/Syllabus): This course examines the role of multicultural education in teaching and provides a comprehensive study of models for building cultural competencies. Worldviews and the impact of diversity on education will be analyzed. The course further emphasizes diversity issues in education as related to instruction, assessment, and learning differences of students.

Course Learning Outcomes:

1. Examine and develop an understanding of one's own worldview, cultural identity, frames of reference and potential biases.
2. Understand, question, and analyze ideas and resources from diverse perspectives and their impact on expectations for and relationships with learners and their families.
3. Articulate and apply an understanding of the role of culture and language in learning.
4. Explore, assess, and create multicultural strategies for the (P-12) classroom that reflect an understanding of cultural, ethnic, gender and learning differences.
5. Evaluate and accommodate the needs of learners from differing cultural backgrounds and perspectives while developing instruction and assessment.
6. Analyze, develop and expand instruction and assessment to make language comprehensible and learning strategies relevant, accessible and challenging to all learners.

Credit Hours: 3

Point Structure

Workshop:	1	2	3	4	5	6	Total
Devotional							0
Discussion	20	20	20	20	20	20	120
Dropbox 1	20	20	20	20	20	20	120
Dropbox 2	20	20	40	100	100	100	380
Dropbox 3	20	20	40			100	180
Dropbox 4						100	100
Dropbox 5						100	100
						TOTAL	1000

Workshop 01: Defining and Examining Culture and Worldview

Course Learning Outcomes	Workshop Learning Outcomes	Assignments/Assessments /Application	Learning Resources & Materials
<p>CLO-1: Examine and develop an understanding of one’s own worldview, cultural identity, frame of reference and potential biases.</p>	<p>WLO-1: Explain how a deep and meaningful understanding of “culture” and “worldview” positively impacts teaching and learning as well as the “affective dimensions” of the “culturally relevant classroom” and/or learning community. WLO-2: Identify the historical transitions and phases of Multicultural Education in American and how the changes and shifts have modified education within the American classroom. WLO-3: Describe the impact of a “Culturally Relevant Classroom” on both the “affective” and “academic” dimensions of teaching and learning. WLO-4: Synthesize the implications of course curriculum and make appropriate curriculum, instructional and job</p>	<p>Assessments in this workshop will enable learners to reflect deeply on the essential terms, “culture” and “worldview” as well as how these essential terms positively impact the multicultural classroom. The Assessments aligned to CLO-1, and WLO-1 – 4 are:</p> <ul style="list-style-type: none"> • Devotion • Dropbox 1.1: Pre-Cultural Competence Survey • Dropbox 1.2: Reflective Reading and Media Review Journal • Dropbox 1.3: Lesson Plan Project • Discussion 1.1: Critical Thinking Question 	<p>Pre-Cultural Competence Survey Text: Comprehensive Multicultural Education Theory and Practice</p> <ul style="list-style-type: none"> • Chapter 2 • Chapter 11 <p>Media (see next page for links)</p> <ul style="list-style-type: none"> • Episode 1: Donna Ford in Cultural and Linguistic Differences • Acting White/Part 1 <p>Reflective Reading and Media Review Journal Lesson Plan Project Template Cultural Components: Literacy, ELL, ESE Technology Integration</p>

	imbedded connections to increase student achievement for all learners.		
--	--	--	--

- Episode 1: Donna Ford in Cultural and Linguistic Differences-Podcast
http://media.pearsoncmg.com/ph/chet/chet_myeducationlab/IRIS_media/resource_podcast/episode_01_Ford.html
- Acting White: Part 1
http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=foundations2008ABC&clipID=Actng_White.flv

Workshop 02: Why Multicultural Education?

Course Learning Outcomes	Workshop Learning Outcomes	Assignments/Assessments /Application	Learning Resources & Materials
<p>CLO-2: Understand, question, and analyze ideas and resources from diverse perspectives and their impact on expectations for and relationships with learners and their families.</p>	<p>WLO-1: Explain why the implementation of Multicultural Education with fidelity is important in meeting the value-added needs of each and every learning profile in terms of “affect” as well as “student achievement”.</p>	<p>Assessments in this workshop enable learners to demonstrate understanding of attributes as well as the importance of a “culturally relevant” classroom and how the effective implementation of such a learning environment creates the conditions for peak student performance and a strong “sense of belonging”, through deep reflection, analysis, application and intellectual dialogue and interaction. The Assessments aligned to CLO-2, and WLO-1 are:</p> <ul style="list-style-type: none"> • Devotion • Dropbox 2.1 Reflective Reading and Media Review Journal • Discussion 2.1: Critical Thinking Question • Dropbox 2.2: Interview Project • Dropbox 2.3: Cultural Autobiography 	<p>Text: Comprehensive Multicultural Education Theory and Practice</p> <ul style="list-style-type: none"> • Chapter 1 • Chapter 4 • Chapter 5 • Chapter 6 <p>Media: Multicultural Education (see below for link) Reflective Reading and Media Review Journal</p>

Multicultural Education

http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=multiculturaleducation&clipID=MCED_001_390_v2.flv

Workshop 03: Exploring Issues of Diversity in Education

Course Learning Outcomes	Workshop Learning Outcomes	Assignments/Assessments /Application	Learning Resources & Materials
<p>CLO-3: Articulate and apply an understanding of the role of culture and language in learning.</p>	<p>WLO-1: Assess the impact of the challenges, barriers and issues of Diversity in Education and implement best practices and instructional innovations to decrease or eliminate barriers to language acquisition, student achievement and sense of belonging.</p>	<p>Assignments in this workshop will assess the learner's ability to recognize issues and the barriers which challenge the effective implementation of an authentic Multicultural Classroom and/or Learning Community through deep reflection, analysis, application and intellectual dialogue and interaction.</p> <p>The assessments aligned to CLO-3 and WLO-1 are:</p> <ul style="list-style-type: none"> • Devotion • Dropbox 3.1: Reflective Reading and Media Review Journal • Discussion 3.1: Critical Thinking Question • Dropbox 3.2: Case Study and Wiki Collaboration • Dropbox 3.3: Virtual Field Trip 	<p>Text: Comprehensive Multicultural Education Theory and Practice</p> <ul style="list-style-type: none"> • Chapter 3 • Chapter 7 <p>Media: Suggestions for Teachers (see below for link) Reflective Reading and Media Review Journal IWU Library Search for Case Study Virtual Field Trip Resource</p> <p>Want to be sure students are engaged in reflection on own experiences, past experiences, familial experiences, times of being "the Other" and Bronfenbrenner's ecological systems – influence of home, church, school, time, etc.</p>

Suggestions for Teachers

http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=multiculturaleducation&clipID=ME_03_173.flv

Workshop 04: Exploring the Needs of Special Needs Populations

Course Learning Outcomes	Workshop Learning Outcomes	Assignments/Assessments /Application	Learning Resources & Materials
<p>CLO-4: Explore, assess, and create multicultural strategies for the (P-12) classroom that reflect an understanding of cultural, ethnic, gender and learning differences.</p>	<p>WLO-1: Identify the instructional models and/or strategies for implementing Second Language Instruction and/or Multicultural Education and compare the differences and similarities.</p> <p>WLO-2: Articulate the pros and the cons of implementing different program models and “high yield” strategies for special need student populations.</p>	<p>Assignments in this workshop will assess the learner’s understanding of the special need populations as well as the related services and “high yield” strategies” necessary to meet both their affective, academic and language needs of diverse learners, through deep reflection, analysis, application and intellectual dialogue/interaction.</p> <p>The assessments aligned to CLO-4, WLO-1 and WLO-2 are:</p> <ul style="list-style-type: none"> • Devotion • Dropbox 4.1: Reflective Reading and Media Review Journal • Discussion 4.1:Critical Thinking Question • Dropbox 4.2: Second Voice Project: Historically research and write about a group. 	<p>Text: Comprehensive Multicultural Education Theory and Practice Chapter 8</p> <p>Media: Describing the IEP Process (see next page for link)</p> <p>Reflective Reading and Media Review Journal</p> <p>Second Voice Project Resource</p> <p align="center"><u>Explore standards for ESL/ELL in the IEP process</u></p>

		<p>Define the challenges that cultural group have faced. Define the current trends/issues for that cultural group. Respond in first person and allow yourself to become a part of the cultural group.</p>	
--	--	---	--

Describing the IEP Process

<http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=turnbull&clipID=1.Rud IEPandProcess.flv>

Workshop 05: Creating Peak Performance for all Learners

Course Learning Outcomes	Workshop Learning Outcomes	Assignments/Assessments /Application	Learning Resources & Materials
<p>CLO-5: Evaluate and accommodate the needs of learners from differing cultural backgrounds and perspectives while developing instruction and assessment.</p>	<p>WLO-1: Discuss strategies, conditions and innovations to facilitate “peak performance” for diverse learners within the classrooms and/or learning community.</p>	<p>Assignments in this workshop will assess the learner’s understanding of all of the “affective” and “academic” inputs necessary to establish an authentic Multicultural Classroom and/or Learning Community, through deep reflection, analysis, application and intellectual dialogue and interaction. The assessments aligned with CLO-5 and WLO-1 are:</p> <ul style="list-style-type: none"> • Devotion • Dropbox 5.1: Reflective Reading and Media Review Journal • Discussion 5.1: Critical Thinking Question • Dropbox 5.2: Experience the Field Blog 	<p>Text: Comprehensive Multicultural Education Theory and Practice</p> <ul style="list-style-type: none"> • Chapter 9 • Chapter 10 <p>Media: How Does Culture Affect Student’s Attitude Toward School? Reflective Reading and Media Review Journal Experiences in the Field Blog Resource</p>

How Does Culture Affect Student’s Attitude Toward School?

http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=multiculturaleducation&clipID=different_cultural_attitudes_toward_education_wk4_sg2.flv

Workshop 06: Developing Effective Assessment and Instruction to meet the needs of All Learners

Course Learning Outcomes	Workshop Learning Outcomes	Assignments/Assessments /Application	Learning Resources & Materials
<p>CLO-6: Analyze, develop and expand instruction and assessment to make language comprehensible and learning strategies relevant, accessible and challenging to all learners.</p>	<p>WLO-1: Develop lesson plans, assessments and classroom practice activities for an inclusive classroom/learning community addressing the needs of diverse student learners while teaching to grade level expectations and addressing appropriate rigorous standards.</p>	<p>Assignments in this workshop will assess the learner’s ability to establish a multicultural classroom and/or learning community by analyzing, developing, and expanding instruction and assessment to make language comprehensible and learning strategies relevant, accessible, and challenging to all learners. The assessments aligned with CLO-6 and WLO-1 are:</p> <ul style="list-style-type: none"> • Devotion • Dropbox 6.1: Reflective Reading and Media Review Journal • Discussion 6.1: Critical Thinking Question • Dropbox:6.2: Family and Community Cultural Analysis • Dropbox: 6.3: Virtual Field Trip Comple • Dropbox: 6.4: Lesson Plan Project Com • Dropbox: 6.5: Post-Cultural Competence Survey 	<p>Text: Comprehensive Multicultural Education Theory and Practice: Chapter 11 Media: Differentiated Instruction (see link below) Reflective Reading and Media Review Journal Virtual Field Trip Resource Family and Community Cultural Analysis Resource Lesson Plan Template Post-Cultural Competence Survey</p>

Differentiated Instruction

http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=multiculturaleducation&clipID=differentiated_instruction_wk8_sg1.fl

v

COURSE NUMBER:		EDUT 530		CREDIT HOURS:		3	
COURSE TITLE:		Culturally Responsive Teaching: Accessing and Building Competencies					
COLLEGE AND SCHOOL:		CAPS; School of Educational Leadership					
DATE FOR THE COURSE TO BE ENTERED INTO THE CATALOG:				July 1, 2013			
DOES THIS COURSE DUPLICATE ANOTHER COURSE? IF SO, WHICH COURSE, AND ARE THE LEARNING OUTCOMES ALIGNED?				No			
DELIVERY SYSTEM(S):				GRADE MODE:			
<input checked="" type="checkbox"/>	Onsite	<input checked="" type="checkbox"/>	Standard Letter				
<input checked="" type="checkbox"/>	Online		Pass/Fail				
	Seminar		Pass/No Credit				
	Practicum/Student Teaching/Clinical Placement						
	Special Topics						
	Other System (describe):						
CATALOG DESCRIPTION:							
<p>This course examines the role of multicultural education in teaching and provides a comprehensive study of models for building cultural competencies. Worldviews and the impact of diversity on education will be analyzed. The course further emphasizes diversity issues in education as related to instruction, assessment, and learning differences of students.</p>							
PREREQUISITE SKILLS AND KNOWLEDGE:							
N/A							
RELATIONSHIP TO SPECIFIC IWU COURSES AND PROGRAM(S):							
<p>This course serves as foundational for teacher candidates entering a diverse teaching field. This course will provide students with opportunities to address, analyze and transform worldview regarding cultural competence. Existing cultural competencies will be used to scaffold and differentiate learning in a constructivist theoretical framework for the course.</p>							
EXPECTED STUDENT LEARNING OUTCOMES ALIGNED TO COURSE ASSESSMENTS:							
Outcomes:				Assessment:			
Upon completion of this course, students should be able to:							
<p>Examine and develop an understanding of one's own worldview, cultural identity, frames of reference and potential biases.</p>				<ul style="list-style-type: none"> • Cultural Autobiography* • Pre- and Post-Cultural Competence survey 			

*Denotes assessments will be evaluated by a descriptive rubric

Understand, question, and analyze ideas and resources from diverse perspectives and their impact on expectations for and relationships with learners and their families.	<ul style="list-style-type: none"> • Family and Community Cultural Analysis*
Articulate and apply an understanding of the role of culture and language in learning.	<ul style="list-style-type: none"> • Case Studies and Wiki collaboration*
Explore, assess, and create multicultural strategies for the P12 classroom that reflect an understanding of cultural, ethnic, gender and learning differences.	<ul style="list-style-type: none"> • Interview Project*
Evaluate and accommodate the needs of learners from differing cultural backgrounds and perspectives while developing instruction and assessment.	<ul style="list-style-type: none"> • Experiences in the field Blog
Analyze, develop and expand instruction and assessment to make language comprehensible and learning strategies relevant, accessible and challenging to all learners.	<ul style="list-style-type: none"> • Lesson Plan and Reflection*: Cultural Components (including literacy, ELL or IEP-type individual plans) and Technology • Virtual field trip assignment*
*Denotes assessments evaluated by a descriptive rubric.	

MAJOR TOPICS:

- I. Defining and examining culture and worldview
 - A. What is culture?
 - B. Aspects of culture
 - C. Individual examinations of self
 - D. Utilizing tools for culture identity development

- II. Why Multicultural Education?
 - A. Historical perspectives of the field
 - B. Theories and frameworks
 - C. Practical Applications to the School Context

- III. Exploring issues of diversity in education
 - A. Power and Privilege (voice, Otherness, White privilege, etc.)
 - B. Ecological Factors (Bronfenbrenner)
 - C. Social Reconstruction (Grant and Sleeter's concept)
 - D. Social Justice issues

- IV. Exploring the needs of nonmainstream students
 - A. Who are nonmainstream students?
 - B. Research re: achievement gap and student trends (subjects, special education, high ability)
 - C. Digital divide, access issues, learning styles and special needs
 - D. Engagement with learners in their environments

- V. Maximizing student potential
 - A. Diversity and technology/media
 - B. Colorblindness
 - C. Deficit Theory
 - D. Family and Community connections

- VI. Developing instructional and assessment strategies for the diverse classroom
 - A. Culturally responsive pedagogy
 - B. Practical models for working with nonmainstream students
 - C. Case studies
 - D. Practical technology, media and applications
 - E. Lesson plans

REPRESENTATIVE TEXT(S) AND/OR SUPPORTING RESOURCES:

*Comprehensive Multicultural Education - Theory and Practice, 7th Edition (Bennett, 2010) with MyEducationLab
 Managing the Diverse Classroom (ASCD, 2008)
 Culturally Proficient Instruction (Corwin Press, 2006)
 Strategies and Lessons for Culturally Responsive Teaching (Pearson, 2010)

*denotes possible required text/available in e-text

KNOWLEDGE BASE/WORKING BIBLIOGRAPHY:

Banks, J. A., & McGee-Banks, C. A. (Eds.). (2004a). *Multicultural education: Issues and perspectives*. Hoboken, NJ: John Wiley and Sons, Inc.

Banks, J. A., & McGee-Banks, C.A. (Eds.) (2004b). *Handbook of research on multicultural education*. San Francisco, CA: John Wiley and Sons, Inc.

Castro, A. J. (2010). Themes in the research on preservice teachers' views of cultural diversity: Implications for researching millennial preservice teachers. *Educational Researcher*, 39(3), 198-210.

Collins, P. H. (1990). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Boston, MA: Unwin Hyman.

Cushner, K. (2006). *Human diversity in action: Developing multicultural competencies for the classroom* (3rd ed.). New York, NY: McGraw-Hill.

Freire, P. (1982). *Pedagogy of the oppressed*. New York, NY: Continuum.

Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York, NY: Teachers College Press.

- Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory into Practice*, 42(3), 181-187.
- Gorski, P. C. (2005). *Multicultural education and the Internet: Intersections and integrations* (2nd ed.). New York, NY: McGraw-Hill.
- Grant, C. A., & Sleeter, C. E. (2007). *Doing multicultural education for achievement and equity*. New York, NY: Routledge.
- Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. New York, NY: Teachers College Press.
- Igoa, C. (1995). *The inner world of the immigrant child*. New York: St. Martin's Press.
- Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York, NY: Teachers College Press.
- Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco, CA: Jossey-Bass.
- Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education* (4th ed.). Boston, MA: Pearson Education.
- Paley, V.G. (1979). *White teacher*. Cambridge, MA.: Harvard University Press.
- Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.
- Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of Whiteness. *Journal of Teacher Education*, 52, 94-106.
- Vavrus, M. (2002). *Transforming the multicultural education of teachers: Theory research and practice*. New York, NY: Teachers College Press.
- Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers. *Journal of Teacher Education*, 53(1), 20-32.

DISCIPLINE CATEGORY FOR FACULTY CREDENTIALS TO WRITE THE COURSE:

18 hours in: Social Foundations of Education, Curriculum and Instruction or Elementary Education

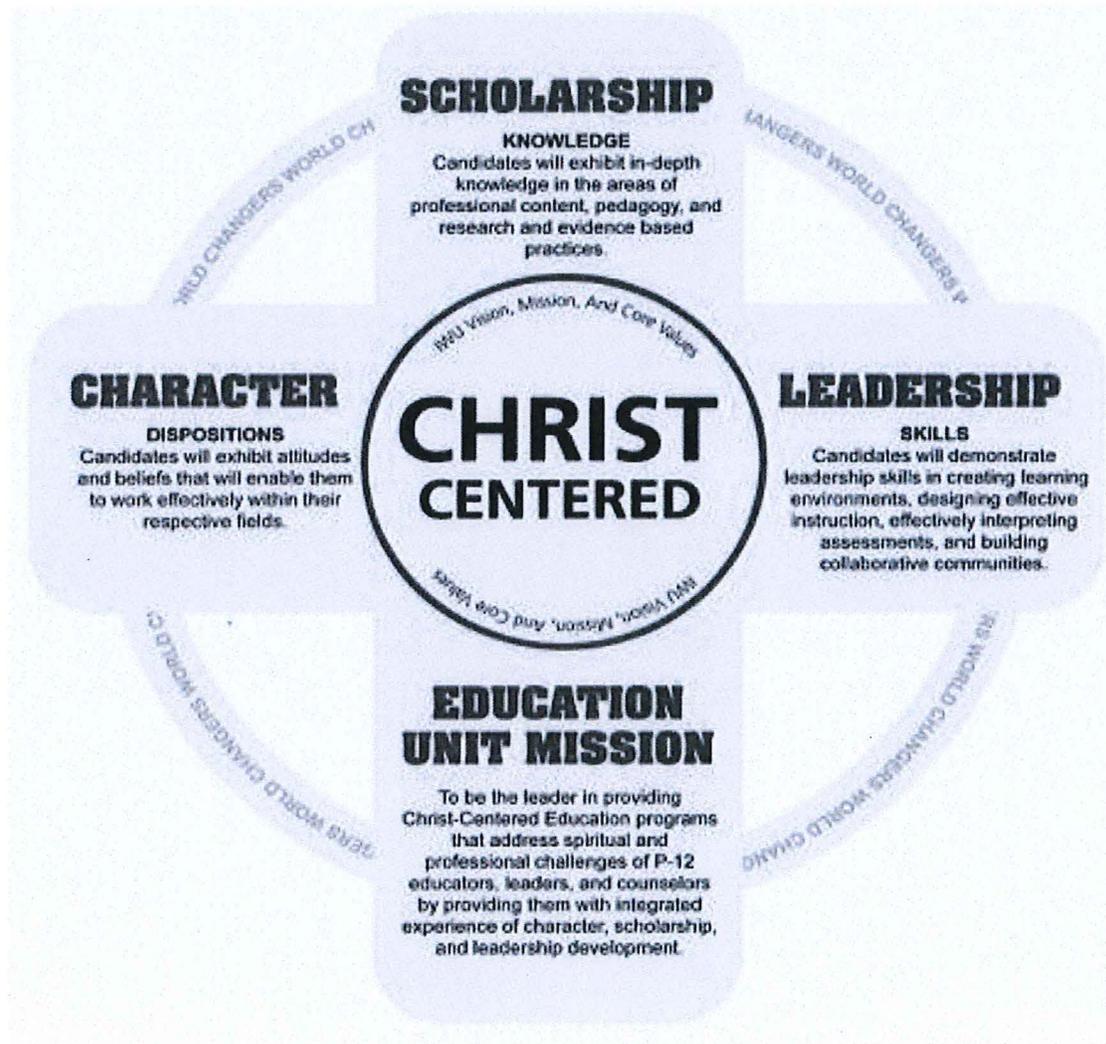
MCO COMPLETED BY:	Dr. Karen A. Dowling Karen.dowling@indwes.edu Dr. Nancy Saunders Nancy.saunders@indwes.edu	DATE COMPLETED:	
--------------------------	--	------------------------	--

MCO ACCEPTED BY:	Name and Email address	DATE ACCEPTED:	
DATE ACCEPTED BY CURRICULUM COMMITTEE:		DATE ACCEPTED BY ACADEMIC AFFAIRS COUNCIL:	

SCHOOL OF EDUCATIONAL LEADERSHIP
ADVANCED STUDIES FOR TEACHER LEADERS

SYLLABUS

**EDTL-580: LEADING TEACHERS THROUGH DATA-ANALYSIS AND
DATA-DRIVEN DECISION MAKING FOR INCREASED STUDENT ACHIEVEMENT**



COURSE DESCRIPTION

This course focuses on leading positive change in classroom and school-level student achievement results through the close analysis of student achievement data. This data analysis will be guided through very specific and research-based best practices for the correct reading and interpretation of data. This course will emphasize the role of teacher leaders in the use of assessment data to lead others in improving individual student performance.

CREDIT HOURS: 3

PREREQUISITE COURSES: None

PREREQUISITE SKILLS AND KNOWLEDGE: None

COURSE OUTCOMES

Upon completion of this course you should be able to:

1. Access and use research to improve instructional practice and student learning.
2. Identify the student achievement results that have the most bearing on the improvement of instruction.
3. Apply best practices in the analysis of data to a set of school and student performance results.
4. Analyze educational data in meaningful ways using the most effective and beneficial technology tools.
5. Present educational data in convincing and effective ways to cause action on the parts of teachers and other vital stakeholders.
6. Impact the behavior of others in the area of assessment to increase the use of formative assessments to adapt their instruction.
7. Lead teams of teachers in professional learning communities to understand and use data to improve individual student performance.
8. Promote the appropriate use of use of assessments and data for school and district improvement.

COURSE TEXTBOOKS

Moore, B. (2011). *I Have the Data... Now What?: Analyzing Data and Making Instructional Changes*. Larchmont, New York: Eye on Education.

Sindelar, N. W. (2011). *Assessment-Powered Teaching*. Thousand Oaks, California: Corwin.

COURSE TECHNOLOGY

- Biblegateway.com
- Off-Campus Library Services

GRADING SCALE

GRADE	QUALITY POINTS PER CREDIT	PERCENTAGE	SCORE
A	4.0	97 – 100%	970 – 1000
A-	3.7	94 – 96.9%	940 – 969
B+	3.3	92 – 93.9%	920 – 939
B	3.0	89 – 91.9%	890 – 919
B-	2.7	86 – 88.9%	860 – 889
C+	2.3	84 – 85.9%	840 – 859
C	2.0	80 – 83.9%	800 – 839
F	.0	0 – 79.9%	0 – 799

LETTER GRADE EQUIVALENCIES

GRADE	DESCRIPTION OF WORK
A	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a graduate student. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

COURSE SUMMARY

WORKSHOP	DISCUSSION	ASSIGNMENT	TEST/QUIZ	GROUP	TOTAL POINTS
Workshop 1	20	150	0	0	170
Workshop 2	40	60	0	40	140
Workshop 3	0	140	0	30	170
Workshop 4	30	160	0	0	190
Workshop 5	40	100	0	0	140
Workshop 6	20	140	0	30	190
POINT TOTALS	150	750	0	100	1000

COURSE ASSIGNMENTS**WORKSHOP ONE OUTLINE**

TITLE	TYPE	DUE DATES	ESTIMATED TIME	POINTS
1.1 Devotional WS1	Journal	Due by the end of the third day of the workshop.	1 hour	20
1.2 Data Analysis Best Practice Research Paper	Assignment	Due by the end of the workshop.	5 hours	40
1.3 Data Use Best Practices in Schools	Discussion	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	2 hours	20
1.4 Data "Weeding:" Prioritizing the Best Data to Act Upon	Assignment	Due by the end of the workshop.	3 hours	20
1.5 Data Analysis for Individual Student Growth Action Plan	Assignment	Due by the end of the workshop.	5 hours	40
1.6 Data Analyzer Interview & Report	Assignment	Due by the end of the workshop.	3 hours	30
TOTALS			19 hours*	170

WORKSHOP TWO OUTLINE

TITLE	TYPE	DUE DATES	ESTIMATED TIME	POINTS
2.1 Devotional WS2	Journal	Due by the end of the third day of the workshop.	1 hour	20
2.2 Best Practical Uses of Data for Student Growth	Discussion	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	3 hours	20
2.3 Individual Student Data Summary & Improvement Plan	Small Group Wiki	Due by the end of the workshop.	5 hours	40
2.4 Data & Statistics Illustrated Dictionary	Assignment	Due by the end of the workshop.	4 hours	20
2.5 Informal Data Gathering Techniques & Uses	Discussion	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	2 hours	20
2.6 Data Analysis & Use Individual Self-Assessment	Assignment	Due by the end of the workshop.	2 hours	20
TOTALS			17 hours*	140

WORKSHOP THREE OUTLINE

TITLE		TYPE	DUE DATES	ESTIMATED TIME	POINTS
3.1	Devotional WS3	Journal	Due by the end of the third day of the workshop.	1 hour	20
3.2	School-Wide Data Summary	Assignment	Due by the end of the fourth day of the workshop.	4 hours	40
3.3	Finding Best Practices in Schools Like Your Own Websearch	Assignment	Due by the end of the workshop.	3 hours	30
3.4	Charting, Analyzing, & Presenting Student Data in a Spreadsheet	Assignment	Due by the end of the fifth day of the workshop.	6 hours	50
3.5	Group Analysis of Student Spreadsheet Data	Small Group Wiki	Due by the end of the workshop.	3 hours	30
TOTALS				17 hours*	170

WORKSHOP FOUR OUTLINE

TITLE	TYPE	DUE DATES	ESTIMATED TIME	POINTS
4.1 Devotional WS4	Journal	Due by the end of the third day of the workshop.	1 hour	20
4.2 Communicating Data with Web 2.0 Tools	Discussion	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	30
4.3 Initial Submission of Student Data Analysis Presentation	Assignment	Due by the end of the workshop.	7 hours	70
4.4 Initial Submission of School Data Analysis Presentation	Assignment	Due by the end of the workshop.	7 hours	70
TOTALS			17 hours*	190

WORKSHOP FIVE OUTLINE

TITLE		TYPE	DUE DATES	ESTIMATED TIME	POINTS
5.1	Devotional WS5	Journal	Due by the end of the third day of the workshop.	1 hour	20
5.2	Class Assessment of Professional Submitted Student Data Analysis Presentation	Discussion	Post your initial response by the end of the third day of the workshop and your two responses by the end of the fifth day of the workshop.	2 hours	20
5.3	Class Assessment of Professional Submitted Student Data Analysis Presentation	Discussion	Post your initial response by the end of the third day of the workshop and your two responses by the end of the fifth day of the workshop.	2 hours	20
5.4	Best Practices About Formative Assessment Research Paper	Assignment	Due by the end of the workshop.	6 hours	20
5.5	Formative Assessment Use Self-Assessment	Assignment	Due by the end of the workshop.	2 hours	20
5.6	Final Submission of Student Data Analysis Presentation	Assignment	Due by the end of the workshop.	2.5 hours	20
5.7	Final Submission of School Data Analysis Presentation	Assignment	Due by the end of the workshop.	2.5 hours	20
TOTALS				18 hours*	140

WORKSHOP SIX OUTLINE

TITLE		TYPE	DUE DATES	ESTIMATED TIME	POINTS
6.1	Devotional WS6	Journal	Due by the end of the third day of the workshop.	1 hour	20
6.2	Rules for Effective Team Leadership	Discussion	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	2 hours	20
6.3	Team Consensus & Mutual Leadership Activity	Small Group Wiki	Due by the end of the workshop.	3 hours	30
6.4	Leadership for Data Analysis Bulleted Research Summary	Assignment	Due by the end of the workshop.	4 hours	30
6.5	School District Data Analysis & Action Plan	Assignment	Due by the end of the fifth day of the workshop.	4 hours	40
6.7	School District Data Analysis Action Plan Presentation	Assignment	Due by the end of the workshop.	2 hours	30
6.6	EPortfolio Submission: <i>School & Student Data Analysis Presentations</i>	Assignment	Due by the end of the workshop.	0.5 hours	10
6.7	End of Course Survey	Assignment	Due by the end of the workshop.	0.5 hours	10
TOTALS				17 hours*	190
COURSE TOTALS				105 hours*	1000

*These timings are based on estimations of average times to complete each assignment. Actual assignment completion times will vary.

COURSE DEVELOPMENT RESOURCES

- Bernhardt, V. L. (2006). *Using Data to Improve Student Learning in School Districts*. Larchmont, New York: Eye on Education.
- Bernhardt, V. L. (2007). *Translating Data into Information to Improve Teaching and Learning*. Larchmont, New York: Eye on Education.
- Bernhardt, V. L. (2009). *Data, Data Everywhere: Bringing All the Data Together for Continuous School Improvement*. Larchmont, New York: Eye on Education.
- Blink, R. J. (2007). *Data-Driven Instructional Leadership*. Larchmont, New York: Eye on Education.
- Earl, L. M. (2012). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning, 2nd Edition*. Thousand Oaks, California: Corwin.
- Gregory, Gayle H.; Kuzmich, Lin. (2004). *Data Driven Differentiation in the Standards-Based Classroom*. Thousand Oaks, California: Corwin.
- Langer, Georgea M.; Colton, Amy B.; Goff, Loretta S. (2003). *Collaborative Analysis of Student Work: Improving Teaching and Learning*. Alexandria, Virginia: ASCD.
- Marzano, Robert J.; Pickering, Debra; McTighe, Jay. (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, Virginia: ASCD.
- Moore, B. (2011). *I Have the Data... Now What?: Analyzing Data and Making Instructional Changes*. Larchmont, New York: Eye on Education.
- Moss, Connie M.; Brookhart, Susan M. (2009). *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*. Alexandria, Virginia: ASCD.
- Popham, W. J. (2003). *Test Better, Teach Better: The Instructional Role of Assessment*. Alexandria, Virginia: ASCD.
- Popham, W. J. (2011). *Transformative Assessment in Action: An Inside Look at Applying the Process*. Alexandria, Virginia: ASCD.
- Preuss, P. G. (2008). *Data-Driven Decision Making and Dynamic Planning: A School Leader's Guide*. Larchmont, New York: Eye on Education.
- Sindelar, N. W. (2011). *Assessment-Powered Teaching*. Thousand Oaks, California: Corwin.

Tentative Dates for McCulloch Data and PD for 2014-15

All other dates will be scheduled as needed. Administrative days will also be scheduled on an as needed basis.

Date	A.M.	P.M.
June 2-6	Curriculum Writing--English	Assessment Writing--English
June 9-13	Curriculum Writing--Math	Curriculum Writing--Math
July 28-August 1	Completion of Curriculum	Completion of Assessment
September 2-3	21 st Century Tech Training--Eng	21 st Century Tech Training--Math
September 9-10	21 st Century Tech Training--Sci	21 st Century Tech Training--SS
September 16	Data Meeting—Eng.	PD--English
September 17	Data Meeting--Math	PD--Math
September 18	Literacy Data—Social Studies	Literacy Data--Science
October 7	Data Meeting—Eng.	PD—English
October 8	Data Meeting--Math	PD--Math
October 21	Data Meeting—Eng.	PD—English
October 22	Data Meeting--Math	PD--Math
October 23	Literacy Data—Social Studies	Literacy Data--Science
November 4	Data Meeting—Eng.	PD—English
November 5	Data Meeting--Math	PD--Math
November 18	Data Meeting—Eng.	PD—English
November 19	Data Meeting--Math	PD--Math
November 20	Literacy Data--Science	Literacy Data—Social Studies
December 2	21 st Century Tech Training--Eng	21 st Century Tech Training--Math
December 3	21 st Century Tech Training--Sci	21 st Century Tech Training--SS
December 4	Data Meeting—Eng.	PD—English
December 5	Data Meeting--Math	PD--Math
December 15	Data Meeting—Eng.	PD—English
December 16	Data Meeting--Math	PD--Math
December 17	Literacy Data—Social Studies	Literacy Data--Science
January 13	Data Meeting—Eng.	PD—English
January 14	Data Meeting--Math	PD--Math
January 15	Literacy Data--Science	Literacy Data—Social Studies
January 27	Data Meeting—Eng.	PD—English
January 28	Data Meeting--Math	PD--Math
February 3	Data Meeting—Eng.	PD—English
February 4	Data Meeting--Math	PD--Math
February 17	Data Meeting—Eng.	PD—English
February 18	Data Meeting--Math	PD--Math
February 20	Literacy Data—Social Studies	Literacy Data--Science
February 24	Data Meeting—Eng.	PD—English
February 25	Data Meeting--Math	PD--Math
April 14	Data Meeting—Eng.	PD—English
April 15	Data Meeting--Math	PD--Math
May 12	Data Meeting—Eng.	PD—English
May 13	Data Meeting--Math	PD--Math