**Educational Leadership Program**

**Center for Integrated Teacher Education**

**The College of Saint Rose, Albany, NY**

**EDA 503: Curriculum Development and Revision**

**Semester:** fall 2014

**Instructor:** Jay Matuk

**Contact Info:** [jaymatuk@yahoo.com](mailto:jaymatuk@yahoo.com)

C: 631-525-3722

W:631-367-6830

**Meeting Dates:** All classes from 8:00-3:30 in Oceanside. We can adjust our times accordingly on the first day, but remember that all students must have 37.5 hours of seat time.

September 21, 28 (Oceanside High School-3160 Skillman Ave.)

October 19, 26 (Oceanside Teacher Center/145 Merle Ave)

November 2 (OTC)

**Course Description:**

This course considers the sources of curriculum decisions and the roles of curriculum developers. It includes the social, philosophical, and psychological principles relevant in articulating curriculum. The course stresses the developmental processes, which affect curriculum planning and revision, and addresses the roles of curriculum developers and supervisors. Special emphasis is given to P-12 articulation with state standards and the integration of multiculturalism and technology in curriculum improvement.

The learning activities for this course are designed to prepare each student with essential knowledge and competencies for effective instructional leadership in curriculum development.

**Required Texts**:

Most required texts are available electronically through Pearson Digital Library at <http://media.pearsoncmg.com/pls/digitallibrary/strose/index.html> . You have already received your access code and have paid for your texts at the first session of EDA 505 and 590 when you paid for your class.  You also have access to MyLearningLab which has instructional videos, test prep materials, assessments, assignments, etc.

**Manley, R. J., & Hawkins, R. J. (2013). *Making the Common Core Standards Work: Using Professional Development to Build World-Class Schools.* Thousand Oaks, CA: Corwin Press.**

**Parkay, F. W., Anctil, E. J., & Hass, G. (2010). *Curriculum Leadership: Readings for Developing Quality Educational Programs.*  10th edition. Boston: Allyn & Bacon.**

**Wiggins, G., & McTighe, J. (2005)*. Understanding by Design. (2005). Understanding by Design (2nd ed.). Upper Saddle River, Prentice-Hall.***

Wikisite: eda503matuk.wikispaces.com

***Chalk &Wire***:  You will continue to use Chalk & Wire,the on-line assessment software, to submit the CAEP assessments for grading. You should have already purchased your access to Chalk & Wire through the College Bookstore.

If you need a refresher on how to use Chalk & Wire, here is a link to the St. Rose website where you will find helpful videos:  <http://www.strose.edu/officesandresources/technology_services/academicsystems/eportfolio>

**Supplementary Resources:**

Many supplementary texts are available electronically through Pearson at <http://media.pearsoncmg.com/pls/digitallibrary/strose/index.html> under your course.

In addition, the following texts are also useful:

DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN: Solution Tree.

Bolman, L. G., & Deal, T. E. (2008). *Reframing Organizations: Artistry, Choice, and Leadership* (4th ed.). San Francisco: Jossey Bass.

Cottrell, D. (2002). *Monday Morning Leadership*. Dallas, TX: Cornerstone Leadership Institute.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools That Learn - A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. New York, NY: Doubleday.Sergiovanni,

T. J. (1994). *Building Community in Schools* (1999 ed.). San Francisco: Jossey-Bass.

Walton, M. (1986). *The Deming Management Method*. New York, NY: Putnam.

Wheatley, M. J. (2006). *Leadership and the New Science*. San Francisco, CA: Berrett-Koehler

**Learner Outcomes:**

(Reference to the NYS Standard for School Building Leader follows each outcome. Subarea I refers to *Leading the School-wide Educational Pr*ogram as referenced on the SBL assessment, Part 2).

* All students will demonstrate an understanding of the historical and philosophical foundations of curriculum decision making. (Subarea I -0001)
* All students will demonstrate an understanding of definitions, goals, and values related to

curriculum development. (Subarea I -0001)

* All students will demonstrate an understanding of the theories of human development and learning related to best-practice applications in the school setting. (Subarea I -0001, 0003)
* All students will demonstrate an understanding of approaches to curriculum development and considerations for standard-based, curriculum planning. (Subarea I – 0002)
* All students will demonstrate an understanding of the social and cultural influences on curriculum and the educational implications for diverse learners. (Subarea I – 0001)
* All students will demonstrate an understanding of the different purposes and types of assessment and the use of assessment results to guide curriculum evaluation. (Subarea I – 0002)
* All students will demonstrate an understanding of essential concepts of effective professional development. (Subarea I – 0004, 0005)
* All students will demonstrate an understanding of the applications of technology into instruction and assessment. (Subarea I – 0002)

Course Requirements:

Attendance is mandatory. Late assignments will have points deducted. Papers may not be sent via e-mail to the instructors.Students who miss one class for reasons other than hospitalization, immediate family bereavement or religious observance (as prescribed by law) will be required to complete a course related assignment (provided by the course instructor or program) approximating 8 hours of work due prior to course completion; receive a final half grade deduction (ex. A= A-, A- =B+) that is connected to the Participation component of the established final grade calculation for each course; and is required to submit all of the assignments due at the missed class no later than one week after the end of the course. **Students who miss a class must contact CITE.**

**Assignment Values:**

20 pts Reflections Due **sessions #1, 2, 3, 4.**

10 pts Curriculum Review **Due session #2**(oral presentation)

10 pts Stage 1 and 2 UbD Lesson **Due session #3**

40 pts Curriculum Development Project Proposal (NCATE Assessment) **Due session #5.**

20ptsProfessional Qualities *(including, but not limited to prompt attendance, participation in discussions, courtesy to fellow students, leadership in groups)*

100 pts Total

**Grade Ranges: 100-95 = A; 94-90 = A-; 89-85 = B+; 84-80 = B; 79-70=C; 69 or less=F**

Please note that a grade of “C” does not award course credit and requires repeating the course; and a grade of “F’’ results in a program dismissal letter from the Dean of the School of Education

**Schedule of Readings**

***All readings will be completed by the class listed.***

Session 1: In-Class

Parkay, et.al.: Chapters 1, 2

Wiggins & McTighe: Introduction; Chapter 1

Manley & Hawkins (2013): Forward; Preface, Introduction

Session 2:

Parkay, et.al.: Chapter 3, 4

Wiggins & McTighe: Chapters 2, 3, and 4

Manley & Hawkins (2013): Chapters 1, 2

Session 3:

Parkay, et.al.: Chapters 5, 6,

Wiggins & McTighe: Chapters 5 and 6

Manley & Hawkins (2013): Chapters 5, 6

Session 4:

Parkay, et.al.: Chapters 7, 8

Wiggins & McTighe: Chapters 7, 8, and 9

Manley & Hawkins (2013): Chapters 7, 8

Session 5:

Parkay, et.al.: Chapters 9, 10

Wiggins & McTighe: Chapters 10 and 11

Manley & Hawkins (2013): Chapters 9, 10

**Assignment #1 Weekly Reflections (4 in total): (20 pts.)**

* 1. Reflective practice will be an integral part of this course. A written reflection will be due for classes #1-4. Each reflection will include a 1-2 page narrative (not a list) about your most “significant learning’s” or “aha’s” as well as how you will use your new learning’s and/or how they will influence your behavior as a leader.
  2. Your reflection should also address each assigned reading. Anything else you wish to share is also welcome.
  3. The entries will reflect current knowledge and insights specific to the curriculum topics being addressed including each panel discussion; what is curriculum? ; Essential elements of curriculum design; and course refection on essential leadership learning. Evaluation of the Reflections will be based on the depth of introspection evidenced in the entries.
  4. Reflections should also identify and comment upon the ELCC/ISLLC standards described in the reflective text.

Rubric for Evaluating Reflections **Schedule of Readings**

|  |  |  |
| --- | --- | --- |
|  | **CONTENT** |  |
| **5** | **3** | **1** |
| Demonstrates thoughtful insight regarding topic. | Some insight shown regarding topic. | Limited or no insight offered regarding topic. |
| Integrates assigned readings, classwork, and experiences well | Integrates assigned readings, classwork, and experiences moderately well | Integrates assigned readings, classwork, and experiences poorly |
| Discusses and synthesizes significant learning’s from most sources. | Discusses and synthesizes some significant learning’s from some sources. | Discusses and synthesizes little significant learning from few sources. |
| Connects topic to other situations through several examples of new situations or learning | Connects topic to some other situations through several examples of new situations or learning | Connects topic to few other situations through several examples of new situations or learning |
|  | **FORMAT** |  |
| Well written entries; Conventions all correct  Clear articulate language | Acceptable entries. Some errors in conventions | Difficult to read and to understand |
| Each cell in this column is worth 1 pt., totaling 5 pts. | Each cell in this column is worth .5 pt., totaling 3 pts. | Each cell in this column is worth .25 pt., totaling 1.5 pts. |

**Assignment 2:** **Curriculum Review (Current Reality): (10 pts.) Due by Week 2**

**Review the existing curriculum in your subject area.**

***For the following set of questions, isolate one unit from your selected curriculum****.*

* 1. What overarching understandings are desired?
  2. What are the overarching “essential” questions?
  3. What will students understand as a result of this unit?
  4. Are the “essential” and “unit” questions explicitly defined?
  5. What evidence will show that students understand key concepts within the unit?
  6. What teaching and learning experiences will equip students to demonstrate the targeted understandings?

**Rubric for Evaluating Curriculum Review (Oral presentation)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 5 | 3 | 1 |
| Curriculum Analysis | Response addresses all parts of the assignment with specific illustrations | Response addresses some parts of the assignment with some illustrations | Responses addresses few parts of the assignment with few illustrations |
| Unit Analysis | Response addresses all parts of the assignment with specific illustrations | Response addresses some parts of the assignment with some illustrations | Responses addresses few parts of the assignment with few illustrations |

**Assignment 3: Unit Plan Review and Upgrade (10 pts.) Due by Week 3**

Utilizing the same topic of instruction in Assignment #2, review pages 23-29 in Wiggins and McTighe. Use the template on pp. 24-25 to identify a desired unit result and craft the document around Stage 1 and Stage 2. Your plan should be 1-2 pages in length, and please bring **in copies for the entire class as we will review them together.**

**Professional Qualities (20 pts.)**

Evaluation Rubric for Attendance and Participation

|  |  |  |
| --- | --- | --- |
| **10** | **5** | **1** |
| Always on time, never absent | Late for sessions two or more times | Absent from one class. |
| Actively participates | Participates | Rarely participates |

**Assignment #4 EDA 503, Curriculum Development Assignment (40 pts) Due session #5.**

**SDL Assessment 3, Curriculum Improvement Plan, EDA 503 *Submitted on Chalk & Wire***

**ELCC Standards 1.3, 2.2, 2.3**

**Overview**

**The purpose of this assignment is to engage candidates in development of an action plan (vs. analysis of an action already implemented) to improve learning of all students** (ELCC 2.2) at the district level. In addition to identifying a documented need for action consistent with the district mission, candidates envision targeted student outcomes to increase curricular effectiveness that address the need, and they devise strategies consistent with leadership best practices (ELCC 2.3) for implementation (ELCC Standard 1.3) of the Curriculum Improvement Plan. The best practices strategies of the Curriculum Improvement Plan will require candidates to demonstrate ability to project resource management essentials for the Improvement Plan, including garnering support among stakeholders for support of the vision articulated in the Plan.

This project contains four components:

***Component 1: The need for a Curriculum Improvement Plan consistent with the district mission is documented***.

Candidates…

* Describe the importance of the need for action to improve all students’ learning, a Curriculum Improvement Plan that includes meeting needs of (choose one or more): English Language Learners (ELL), students from diverse ethnic/racial backgrounds, at-risk students, and students with special needs that is based on the district’s mission statement and the vision for the district.
* Articulate the vision and document specifics of the need for improvement, using district archival data (e.g., School Report Cards, NCLB) related to all students’ performance.
* Assess the degree to which the vision is supported by the district administration, school community, and community served.
* Support the vision for the Plan from at least two (2) “peer reviewed “studies that provide basis for potential promising best practices and curricular design.

***Component 2: The Curriculum Improvement Plan is articulated with identified stakeholders and outcomes, and with essential resources allocated.***

Candidates…

* Define the stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan.
* Include a detailed resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan.
* Specifically explain how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and argue the projected benefits in increased learning of both students and their teachers. (Candidates articulate commitment to Professional Learning Community tenets as they apply to Plan implementation.)
* Identify prospective solutions to address the need the Plan is designed to meet.
* Describe provisions to be used for essential collaboration with families and other members of the school community that demonstrate assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources.

***Component 3: Steps and elements of Plan implementation are sequenced, including strategies for reducing anticipated barriers to implementation, implementation timeline, and plans for evaluation of effectiveness in resolving the need for improvement of all students’ learning.***

Candidates…

* Describe at least three of the potential barriers they likely will encounter during Plan implementation, and the strategies they will use for barrier reduction; strategies must be based on integrity, fairness in response to the needs of all stake holders, and ethical and legal principles.
* **Develop an evaluation instrument for the Curriculum Improvement Plan that assesses its success from the perspectives of district administrators, and all school/community stakeholders.** The Improvement Plan in its final form and evaluation methodology plan is focused on success for all students (see Component 1) and demonstrated understanding of the political, economic, social, legal and cultural context in which the Plan will be implemented.
* Represent the implementation of the Plan on a projected timeline that includes both formative and summative evaluation of the results.

***Component 4: The Curriculum Improvement Plan is orally presented with supporting documents and/or visual materials.***

Candidates…

* Orally present the Curriculum Improvement Plan, satisfying all components described above in a clear, sequential, 5-8 minute presentation designed for an audience of district faculty members from which endorsement is sought.

**SDL ASSESSMENT 3 RUBRIC: CURRICULUM IMPROVEMENT PLAN,**

**EDA 503, ELCC STANDARDS 1.3, 2.2, 2.3,**

| **SDL Assessment 3**  **Indicator** | **4 points**  **Distinguished** | **3 points**  **Proficient** | **2 point**  **Novice** | **1 point**  **Unsatisfactory** |
| --- | --- | --- | --- | --- |
| **ELCC Standard 2.2**  **Effective Instructional Program**  **Component 1** | Well-described importance of need for action to improve all students’ learning (including diverse students, such as ELL, students from diverse ethnic/racial backgrounds, at-risk, and students with special needs) that is based on the district’s mission statement and the vision for the district. | Good description of importance of need for action to improve all students’ learning that is based on the district’s mission statement and the vision for the district. | Adequate description of importance of need for action to improve all students’ learning that is based on the district’s mission statement and the vision for the district. | Inadequate description of importance of need for action to improve all students’ learning and not based on the district’s mission statement and the vision for the district. |
| **ELCC Standard 1.3**  **Implement a Vision** | Well-articulated vision and documentation of specifics of the need for improvement, using district archival data related to all students’ performance. | Good articulation of vision and documentation of specifics of the need for improvement, using district archival data related to all students’ performance | Adequately  articulated vision and documentation of specifics of the need for improvement, using district archival data related to all students’ performance | Inadequately  articulated vision and documentation of specifics of the need for improvement, using district archival data related to all students’ performance |
| **ELCC Standard 1.3**  **Implement a Vision** | Excellent assessment of degree to which the vision is supported by the district administration, school community, and community served. | Good assessment of degree to which the vision is supported by the district administration, school community, and community served. | Adequate assessment of degree to which the vision is supported by the district administration, school community, and community served. | Inadequate assessment of degree to which the vision is supported by the district administration, school community, and community served. |
| **ELCC Standard 2.3**  **Apply Best Practice to Student Learning** | Excellent support for vision for Plan from 2 or more peer reviewed studies that provide basis for potential promising best practices and curricular design. | Good support for vision for Plan from 2 or more peer reviewed studies that provide basis for potential promising best practices and curricular design. | Adequate support for vision for Plan from 2 or more peer reviewed studies that provide basis for potential promising best practices and curricular design. | Inadequate support for vision for Plan from 2 or more peer reviewed studies that provide basis for potential promising best practices and curricular design. |
| **ELCC Standard 1.3**  **Implement a Vision**  **Component 2** | Well-defined stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan. | Good definition of stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan. | Adequate definition of stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan. | Inadequate definition of stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan. |
| **ELCC Standard 1.3**  **Implement a Vision** | Included detailed resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan. | Included many, not all essential details for resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan. | Included few details for resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan. | Included no details for resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan. |
| **ELCC Standards 2.2**  **Provide Effective Instructional Program** | Excellent specific explanation of how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and argued the projected benefits of Plan in increased learning of both students and their teachers. | Good specific explanation of how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and somewhat argued the projected benefits in increased learning of both students and their teachers. | Adequate specific explanation of how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and weakly argues the projected benefits of Plan in increased learning of both students and their teachers. | Inadequate specific explanation of how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and does not argue the projected benefits of the Plan in increased learning of both students and their teachers. |
| **ELCC Standard 2.2**  **Effective Instructional Program** | Well-nuanced identification of prospective solutions to address the need the Plan is designed to meet. | Good identification of prospective solutions to address the need the Plan is designed to meet. | Adequate identification of prospective solutions to address the need the Plan is designed to meet. | Inadequate identification of prospective solutions to address the need the Plan is designed to meet. |
| **ELCC Standard 1.3**  **Implement a Vision** | Well-described provisions to be used for essential collaboration with families and other members of the school community that demonstrates assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources. | Good description of provisions to be used for essential collaboration with families and other members of the school community that demonstrates assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources. | Adequate description of provisions to be used for essential collaboration with families and other members of the school community that demonstrates assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources. | Inadequate description of provisions to be used for essential collaboration with families and other members of the school community that does not demonstrates assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources. |
| **ELCC Standard 1.3**  **Implement a Vision**  **Component 3** | Described at least three of the potential barriers likely to be encountered and the strategies they will use for barrier reduction; strategies based on integrity, fairness in response to the needs of all stake holders, and ethical and legal principles. | Described two of the potential barriers likely to be encountered and the strategies they will use for barrier reduction; strategies based on integrity, fairness in response to the needs of all stake holders, and ethical and legal principles. | Described one of the potential barriers likely to be encountered and the strategies they will use for barrier reduction; strategies based on integrity, fairness in response to the needs of all stake holders, and ethical and legal principles. | Described no potential barriers likely to be encountered. |
| **ELCC Standard 2.2**  **Provide Effective Instructional Program** | Developed well-designed evaluation instrument for the Plan that assesses its success from the perspectives of district administrators, and all school/community stakeholders. The Improvement Plan in its final form and evaluation methodology plan focused on success for all students and demonstrated understanding of the political, economic, social, legal and cultural context in which it will be implemented. | Developed good evaluation instrument for the Plan that assesses its success from the perspectives of district administrators, and all school/community stakeholders. The Improvement Plan in its final form and evaluation methodology plan focused on success for all students and demonstrated understanding of the political, economic, social, legal and cultural context in which it will be implemented. | Developed adequate evaluation instrument for the Plan that assesses its success from the perspectives of district administrators, and all school/community stakeholders. The Improvement Plan in its final form and evaluation methodology plan focused on success for all students and demonstrated understanding of the political, economic, social, legal and cultural context in which it will be implemented. | Developed inadequate evaluation instrument for the Plan The Improvement Plan in its final form and evaluation methodology plan did not focus on success for all students and demonstrated understanding of the political, economic, social, legal and cultural context in which it will be implemented. |
| **ELCC Standard 1.3**  **Implement a Vision** | Represented the implementation of the Plan on a well-projected timeline that included both formative and summative evaluation of the results. | Represented the implementation of the Plan on a timeline that included most Plan elements & both formative and summative evaluation of the results. | Represented the implementation of the Plan on a timeline that included few Plan elements. | Timeline was not included. |
| **Oral Presentation**  **Component 4** | Orally presented the Curriculum Improvement Plan, satisfying all components in a clear, sequential, presentation designed for an audience of district faculty members.  Supported the presentation with excellent visual documents and materials (these were printed for submission to the course instructor). | Orally presented the Curriculum Improvement Plan, satisfying most components in a mainly clear, sequential, presentation designed for an audience of district faculty members.  Supported the presentation with good visual documents and materials (these were printed for submission to the course instructor). | Orally presented the Curriculum Improvement Plan, satisfying few components in a somewhat unclear, out of sequential, presentation designed for an audience of district faculty members.  Supported the presentation with adequate visual documents and materials (these were printed for submission to the course instructor). | Orally presented the Curriculum Improvement Plan without satisfying components.  Inadequate visual documents and materials used and these were not printed for submission to the course instructor. |
| **Average Rubric Score** | **4 = Distinguished**  **(40pts)** | **3 = Proficient**  **(30pts)** | **2 = Novice**  **(20pts)** | **1 = Unsatisfactory**  **(10pts)** |

Please note: Any student receiving a less than 1.0 overall rating must redo the assessment.

**Americans with Disabilities Act**

## If you are a student with a documented disability and require academic accommodations please register with Lynn Cantwell, the Director of Services for Students with Disabilities. The office is located in the Academic Support Center on the 2nd floor of St. Joseph Hall (campus extension 2335 or 518-337-2335) for disability verification and for determination of recommended reasonable academic accommodations. After you have made arrangements with that office, please see me to discuss your accommodations. Please remember that timely notice will help avoid a delay in your receipt of accommodations.

**CONFIDENTIALITY**

A purpose of College of St. Rose courses, in addition to teaching specific subject matter, is to improve each student's communication skills. Accordingly, each student's writing and comments, within assignments, class exercises, comprehensive projects, oral presentations, etc. shall reflect the highest level of professional excellence. To meet this requirement, the student should treat all of their written work as if it were presented in the public forum on behalf of his/her school administrator. There are many times when the sharing of information about our schools and district are informative and educational. This adds to learning by integrating "real-life" experiences from course colleagues into the topics under discussion. There may be times, however, when you should leave out specific identifying information that would disclose your employer, work colleagues, students or sensitive work occurrences in current or former schools and districts. It is imperative that we treat any specific examples that are given by our colleagues and classmates with the utmost appropriate care and concern for privacy. Lastly, classmates are not to share any information that is protected by confidentiality laws or where sharing the data is or may be otherwise prohibited.

**Policy on Plagiarism and Other Infringements of Academic Honesty**

**Definition:**

Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student’s own must be the product of his or her own efforts. Students working in groups are each individually responsible for the academic integrity of the group project. Plagiarism, cheating, academic misconduct, or any other submission of another’s work as one’s own is unacceptable.

Plagiarism includes but is not limited to:

* Purchasing, copying, down-loading, printing or paraphrasing another’s book, article, paper, speech, exam, portfolio, creative work, argument or any other work and presenting it as one’s own, either in whole or in part.
* Incorporating portions of another’s work without proper acknowledgement and documentation.

Academic misconduct includes, but is not limited to:

* Providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations.
* Attempting to influence one’s academic evaluation for reasons other than academic achievement or merit.
* Presenting as one’s own the ideas or words of another for academic evaluation without proper acknowledgement and documentation.
* Doing unauthorized academic work for which another person will receive credit or be evaluated.
* Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructor(s) involved.

Also, one is not allowed to cooperate or be an accessory to another’s academic misconduct. Thus, a student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from his or her own paper, examinations, or project should be held as accountable as the student who submits the copied material.

The work of others, regardless of origin, must be properly and accurately cited in an accepted style, and research data must be obtained and reported in an ethical and accurate manner. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others’ work when used. Students are advised to always indicate another writer’s exact words and ideas with appropriate references. Whenever in doubt, cite the source.

**Procedure:**

Student work failing to meet the standards of academic integrity will not be given a passing grade. It is the responsibility of the course instructor to identify and act upon breaches of academic integrity according to his or her best judgment. However, a failing course grade for academic dishonesty will not be recorded by the Registrar until the student has been informed of the charge and the evidence upon which it is based, and the student has been given an opportunity to present his or her defense to the instructor. The instructor may withhold the course grade if the case is not resolved before final grades are due at the office of the Registrar.

If a student is given a failing course grade for an abuse of academic integrity, as determined by the instructor, the student may appeal the grade by following the steps outlined in the College’s grievance procedure.

When a failing grade due to a violation of academic integrity is recorded, the instructor will send written notification to the school dean(s), the student’s advisor and the Registrar. The notification will identify both the student and the course, and it will describe the offense. A student who violates said standards of academic integrity on more than one occasion will receive sanctions, which can include dismissal from the College.

**The New York State *Essential Knowledge and Skills for Effective School Leadership* include:**

**1. *Leaders know and understand what it means and what it takes to be a leader.***

**Leadership is the act of identifying important goals and then motivating and enabling others**

**to devote themselves and all necessary resources to achievement. It includes summoning one's self and others to learn and adapt to the new situation represented by the goal.**

***2. Leaders have a vision for schools that they constantly share and promote.***

Leaders have a vision of the ideal, can articulate this vision to any audience, and work diligently to make it a reality. Leaders also know how to build upon and sustain a vision that preceded them.

1. ***Leaders communicate clearly and effectively.***

**Leaders possess effective writing and presentation skills. They express themselves clearly, and are confident and capable of responding to the hard questions in a public forum. They are also direct and precise questioners, always seeking understanding.**

**4. *Leaders collaborate and cooperate with others.***

**Leaders communicate high expectations and provide accurate information to foster understanding and to maintain trust and confidence. Leaders reach out to others for support and assistance, build partnerships, secure resources, and share credit for success and accomplishments. School leaders manage change through effective relationships with school boards.**

**5. *Leaders persevere and take the "long view.”***

**Leaders build institutions that endure. They "stay the course," maintain focus, anticipate and work to overcome resistance. They create capacity within the organization to achieve and sustain its vision.**

**6. *Leaders support, develop and nurture staff.***

**Leaders set a standard for ethical behavior. They seek diverse perspectives and alternative points-of view. They encourage initiative, innovation, collaboration, and a strong work ethic. Leaders expect and provide opportunities for staff to engage in continuous personal and professional growth. They recognize individual talents and assign responsibility and authority for specific tasks. Leaders celebrate accomplishments. They identify recruit, mentor, and promote potential leaders.**

***.***

1. ***Leaders hold themselves and others responsible and accountable.***

**Leaders demonstrate and adhere to comprehensive planning that improves the organization. They use data to determine the present state of the organization, identify root cause problems, propose solutions, and validate accomplishments. Leaders respect responsibility and accountability and manage resources effectively and efficiently. They require staff to establish and meet clear indicators of success.**

**Leaders in education also know and understand good pedagogy and effective classroom practices and support sustained professional development. They recognize the importance of learning standards and significance of assessments.**

**8. *Leaders never stop learning and honing their skills***

**Leaders are introspective and reflective. Leaders ask questions and seek answers. Leaders in education are familiar with current research and best practice, not only in education, but also in other related fields. They maintain a personal plan for self-improvement and continuous learning, and balance their professional and personal lives, making time for other interests.**

1. ***Leaders have the courage to take informed risks.***

**Leaders demonstrate informed, planned change and recognize that everyone may not support change. Leaders work to win support and are willing to take action in support of their vision even in the face of opposition.**

**2011 ELCC Building Level Standards**

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.