Course Title: ADMN 5073 – School Curriculum Leadership – Spring 2013

Course Prefix: ADMN	**Course No.:** 5073	**Section No.:**

Department of	Educational Leadership and Counseling	**College of**	Education

Instructor Name: *Dr. Patricia Hoffman Miller*

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Prairie View, TX 77446

Office Hours:	Tuesday	3:00 pm - 5:00 pm
	Monday	11:00 am - 2:00 pm

Virtual Office Hours: Monday- Friday: 3:00 – 5:00

Course Location:

Class Meeting Days & Times: Friday: 5:30 – 8:20

Catalog Description: **ADMN 5063** – **School Curriculum Leadership** (3-0) Credit 3 semester hours. An examination of educational leadership as it relates to curriculum as it realtes to curriculum development and improvement. Consideration is given to the administrator's role in identifying and implementing innovations in curriculym construction at all levels; furnishing leadership in coordinating educational offerings in elementary and secondary schools;

diagnosing and prescribing learning activities for all student needs; planning and evaluating curriculum content and changes; and designing personalized programs in specific skill areas such as reading, mathematics, etc.

Prerequisites:	Admission to Graduate Program; Admission to department
Co-requisites:	All candidates are required to have email accounts and internet access for this course. Candidates that do not have internet access will NOT be allowed to participate in this course

Required Text:

Organizational Behavior in Education: Leadership and School Reform – Tenth Edition
Author: Owings, W. and Kaplan, L.
Publisher: Pearson
Copyright: 2012
ISBN   10: 0-13-701746-4 or 13: 978-0-13-701746-1

Preparing for Licensure: An Educator's Guide for Navigating Texas Principal Certification Using Reflective Practice
Author: Hoffman-Miller, P., Barber-Freeman, P., Ross, W., Tanner, T.
Publisher: OMNI Publishers
Copyright: 2012
ISBN: 978-1-891172-04-5

Access to Learning Resources:

PVAMU Library:
      phone: (936) 261-1500;
      web: http://www.tamu.edu/pvamu/library/
University Bookstore:
      phone: (936) 261-1990;
      web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Moodle - E-Courses: *E-Courses*

Course Outcomes/Objectives

The purpose of this course is to introduce candidates to the process of assessing,

managing, implementing and revising school and district curricula to ensure coherence in student learning. Candidates will explore the process of analyzing curriculum content, assessing its effectiveness and aligning school and district curricula with state and federal mandates. Particular emphasis will be placed on TEA, NCLB and other mandates, with theoretical and practical applications of the policy and legislative process as they affect local school districts.

To this end, the goals and instructional objectives of this course are:

- To provide candidates with an overview of the theory and complexity of school and district curriculum planning;
- To develop a rich, analytical framework for recognizing the importance of aligning essential curricular activities with school and district performance;
- To understand and interpret data regarding student academic performance and to adjust curricula as required;
- To develop proficiencies in the analysis of district, school and classroom data for the purpose of identifying instructional gaps;
- To prepare candidates for certification as a Texas Principal or Superintendent

Course Content:

☐ Critical Reading: The readings contained in this course include a variety of articles, chapters and books. There are a wide variety of constructs included in your reading material from educational scholars and practicing teachers and administrators. I encourage you to read interactively as you consider and reconsider the reading material. Be prepared during each class with a set of questions, comments and issues that you identify as you read.

Focus on the following questions as you engage in your reading:

What is the author trying to say?
How has the author constructed the text?
What is the author's purpose?
How do your own values and experiences shape your response to the reading?
How do the author's arguments fit within various communities of discourse?

☐ Analytical Writing: Candidates are required to engage in scholarly writing, with support from your professors. Please remember, analytical writing is a skill that is essential for anyone meeting the requirements of doctoral study (courses, comprehensive examination and dissertation). It is understood that each

candidate brings a range of writing strengths. During the course of this semester, it is my objective to facilitate your growth as a scholarly researcher and writer.

☐ <u>Critical Application/Situational Learning:</u> Candidates will be required to develop a district or school based curriculum design in mathematics, RELA or ELL consistent with the application of human development andragogical theory.

☐ <u>Enhanced Web-Presence:</u> Every candidate in the course will develop or enhance their web presence showcasing their work in a portfolio designed to communicate your curricular knowledge in a P-12 environment.

Preparing for class

Students will be expected to read several conceptual or empirical journal articles or book chapters per class. Your participation grade for that week will be based on how well you are able to participate in evidence-based discussions and class activities. Preparation for class discussion includes such things as:

- reading for understanding
- being able to summarize the key points
- coming to class with questions, insights, related-experiences or resources to share
- being able to substantiate your assertions or disagreements with evidence from the readings, your experiences, or relevant resources
- having the necessary materials with you or accessible to be an engaged participant
- In addition to these readings and participation in class discussion, you may be asked to respond to a discussion question on the MOODLE course site. These will be short (approximately 200-250 words) reaction papers about the readings. These written responses should be thoughtful and show evidence that you have reflected upon the questions asked and the readings.

Leading Class Discussion – Flipped Assignments

You will work with a partner to lead one class discussion over the course of the semester. Your task will be to draw out key themes from the day's readings and to develop discussion questions that engage the class in the central relationship between learning and educational technology. This will involve two tasks:

- Presenting how your own set of research questions are connected to, challenged by, informed by or contradictory to, the day's topic. This means that you will likely want to choose an interesting angle from which to lead the discussion that illustrates the lessons you take from the topic.
- Working with the instructor to design the flow of the day's class, including discussion of the readings and activities.

Online Classes

Classes conducted online will be conducted asynchronously, unless notified otherwise. We know that students learn differently with some being advantaged in a real-time, face-to-face, dynamic discussion environment. Other students are advantaged in online, asynchronous discussion environments where they can think before they write, visibly (rather than orally) engage with the readings and evolving ideas of their classmates, and pull in a multitude of information-rich, online resources to substantiate their perspectives.

- We will seek to engage in collaborative knowledge building online. To this end, we will practice and evolve the Online Discussion Guidelines available in the course Web site.

- In addition, please set up a Twitter account (http://www.twitter.com) relating to this course content _only_ and practice micro-blogging throughout the course. These "tweets" will serve as a back-channel for our course, which unlike the Angel course site, is not a formal, walled off community but a conduit to informal, spontaneous, abbreviated sharing, social network-building and operates within the larger social, multimedia universe in which we live.

Note: If you have difficulty obtaining any of the needed resources/learning tools, please e-mail me as soon as possible so that I may assist you.

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix

Artifact	Value (points or percentages)	Total
Curriculum Portfolio P-6	150 Points	150
DOMAIN II Portfolio: Instructional Leadership Portfolio	150 Points	150
Curriculum Portfolio 7-12	100 Points	100
Data Analysis (School, Class and District	100 Points	100
Total:		**500**

Course Procedures

Submission of Assignments:
Assignments may be submitted via Moodle, PV Email, or hand delivered with the exception of Research and Reflective Papers! Research or Reflective Papers **MUST** be submitted via **TURNITIN** on Moodle. All designated assignments must be uploaded to Outcomes

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations, Websites and Journals

- □ National School Board Association Technology Programs
- □ National Staff Development Council
- □ The Partnership for 21st Century Skills
- □ National Association of School Personnel Administrators
- □ American Association of School Administrators
- □ Texas Education Agency

ADDITIONAL RESOURCES

- □ American Educational Research Association
- □ ASTD - American Society for Training and Development
- □ Society for Human Resource Management

Discussion Requirement:
We will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Candidates are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate.

The exact use of discussion will be determined by the instructor. ***Please do not submit attachments in the discussion zone of Moodle.***

It is strongly suggested that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

A rubric for discussion postings is attached.

E-FOLD-P (Conceptual Framework)
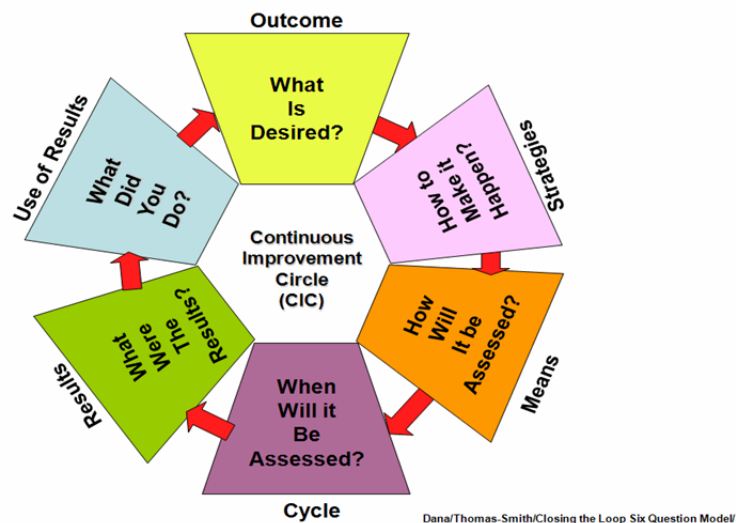**(Educator As Facilitator For Diverse Populations)**

- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

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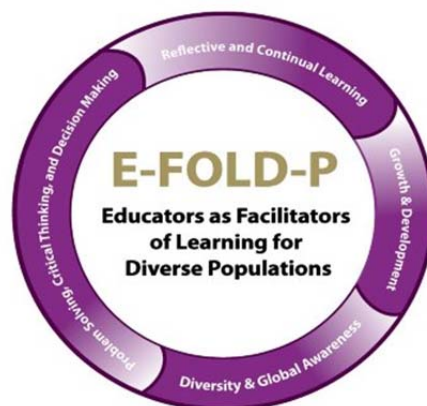
Closing the Loop

The Whitlowe R. Green College of Education is the leader of assessment, alignment and accountability. We totally embrace the concept demonstrated in the University's SACS Reaffirmation – Closing the Loop. All educators should utilize this model when ascertaining what their candidates know, knowledge as to whether or not candidates are capable of facilitating academic understanding through transference and definitively proving that candidates possess the outcomes expressed by the course.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

Outcome

What Is Desired?

Use of Results

What Did You Do?

Strategies

How to Make it Happen?

Continuous Improvement Circle (CIC)

What Were The Results?

How Will It be Assessed?

Results

When Will it Be Assessed?

Means

Cycle

Dana/Thomas-Smith/Closing the Loop Six Question Model/

University Rules and Procedures

Disability Statement (See Student Handbook):
Candidates with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Candidates with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Candidates who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and candidates to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other candidates to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Candidates under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of candidates and employers at Prairie View A&M University is

unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to candidates rests with the faculty. However, in those instances where candidates believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer v/ 5.0/plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): candidates are expected to participate in all discussions and virtual classroom chats when directed to do so. Candidates are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated.   When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Candidates should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through **Moodle**. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Candidates are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Office: PVAMU Office of Student Affairs & Institutional Relations

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	**Code of Ethics and Standard Practices for Texas Educators**

a) **Statement of Purpose**. The Texas educator shall comply with standard practices and ethical conduct toward candidates, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

b) **Enforceable Standards**.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from candidates, parents of candidates, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of candidates.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when candidates are present.

(2) Ethical Conduct toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal or personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct toward Candidates.

(A) Standard 3.1. The educator shall not reveal confidential information concerning candidates unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

> (i) The nature, purpose, timing, and amount of the communication;
>
> (ii) The subject matter of the communication;
>
> (iii) Whether the communication was made openly or the educator attempted to conceal the communication;
>
> iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
>
> (v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Grading Rubric for Research Papers   Dr. Patricia Hoffman-Miller

TOPICAL INFORMATION

Exceptional - 4	Acceptable - 3	Below Expectations - 2	Unacceptable -1
Quality of Information contained is directly related to the theory or practice being discussed. Additional information serves to enhance the argument.	Most information is directly related to the theory /practice discussed.	Additional information is limited or loosely related. Half of the information is directly related to the theory discussed. No additional supporting information is provided.	There is a lack of clarity with regard to the theory discussed. Information contained is confusing and/or not related.

RESEARCH ELEMENTS

Exceptional - 4	Acceptable - 3	Below Expectations-2	Unacceptable - 1
Theory is analyzed using the questions provided. A balanced representation of all evidence is present. Theory is directly related to larger topics and trends in Human Resource Management.	Theory is analyzed using the questions provided. A somewhat balanced representation of all evidence is present.	Theory is loosely connected to larger topics and trends in leadership. Theory is analyzed but not clear whether the questions provided were used. A one-sided representation of the evidence is present	Little or no connections to larger topics. Analysis of theory is limited. Argument is incomplete and/or unbalanced. Connections are not made to larger topics.

GRAMMAR, SYNTAX AND APA FORMAT

Exceptional - 4	Acceptable - 3	Below Expectations - 2	Unacceptable - 1
No spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements are followed.	Minimal (1-4) spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements followed.	A Moderate number (5-9) of spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Errors in formatting requirements are present.	More than 10 spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Formatting requirements were not adhered to at all.

Grading Rubric for Threaded Discussions   Dr. Patricia Hoffman-Miller

Category	Strong (4)	Capable (3)	Developing (2)	Needs Improvement (1)
Knowledge	• Shows full knowledge and understanding • Can explain and elaborate	• Shows understanding • Can explain but not elaborate	• Rudimentary understanding of information • Trouble explaining and elaborating	• Does not have grasp of information • Replies to postings are inadequate and lack substance
Content	• Ideas clear and focused • Topic covered thoroughly • Ideas supported with significant detail	• Ideas clear but information is general • Adequate details that generally support ideas	• Ideas are clear • Information is general • More details are needed to support ideas	• Writing not clear or focused • Information and details are significantly limited
Organization	• Organization enhances the theme • Information is logically arranged • Order is easy to follow • Ideas are well connected	• Information is arranged logically • Order is easy to follow • Ideas at times not well connected or developed	• At times lacks logical arrangement • Order hard to follow • Ideas presented randomly	• Organization vague • No clear direction • Little evidence of organizational plan
Participation	• Completes all required assignments • Writing tasks meet word length requirements • All work on time	• Completes all required assignments • Writing tasks do not always meet word length requirements • All work on time	• Completes all required assignments • Some work is turned in past due	• Does not complete all required activities

Grading Rubric for Oral Presentations

Category	Target	Acceptable	Unacceptable	Score
Content	• Presentation communicated major ideas and strategies affecting building and district leadership • Presentation communicated significant theories identified and discussed	• Presentation communicated the majority of ideas affecting building and district leadership • Presentation communicated some ideas and theories identified and discussed	• Presentation failed to communicate major ideas affecting building and district leadership • Presentation failed to communicate significant theories and discussions	
Format	• Presentation used engaging and interactive visuals to focus attention on specific salient points • Presentation was well timed and succinct.	• Presentation used some engaging and interactive visuals to focus attention on salient points • Presentation was planned but somewhat disorganized	• Presentation failed to use interactive and engaging visuals • Presentation was ill planned	
Handouts	• Handouts were interactive, attractively displayed and required participant focus	• Handouts were attractively displayed	• Handouts failed to demonstrate requirements for adult learning	
Technology	• Technology was integrated throughout the presentation using Smart Boards	• Some aspects of technology were integrated in the presentation	• Presentation failed to accurately integrate technology	

ETYMOLOGY OF "FLIPPED" CLASS PRESENTATIONS

Candidates are expected to participate in several group class presentations using a format known as "flipping". The flipped method of knowledge acquisition requires that the roles of professor and candidates are reversed for discussion and presentations. It contains elements of the Socratic Method and to a lesser degree, problem based learning.

Flipped presentations are dependent upon candidate cooperation and interaction with your professor. While this may sound similar to a traditional course approach, the differences are distinct. In a flipped course, candidates are required to read the assigned material, forward _group_ questions to your professor and based on your professor's response, prepare a total class presentation of the material with all candidates participating in the process.

The process, therefore, for completing a flipped assignment and delivering your class presentation is as follows:

- ➢ Complete the assigned readings
- ➢ Compile a list of questions for forwarding to your professor
- ➢ Develop a class presentation based on readings, questions and answers to the questions received from your professor
- ➢ Develop a class presentation covering _all_ elements of the class reading material
- ➢ Presentations should incorporate these features: embedded video, role-playing, posters, power-point (only as one method of delivering the presentation and not encompassing the entire presentation), the inclusion of a recording of the presentation, as well as other traditional components of instructional delivery

All presentations are expected to be equal to a presentation delivered to a national conference and/or uploaded to YouTube

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling

Please read, sign and date this form. Thank you in advance for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

I further understand that I am responsible for providing my TEA ID number and signing the TEA Acknowledgement of Ethics as a part of state mandated statute.

_____
Please print your name legibly.

_____
Signature

_____
Date

TEXAS CODE OF EDUCATOR ETHICS

Course Name: _____   Date: _____

Professor: _____   Semester/Term: _____

I, _____, TEA # _____certify
          (Printed Name)
That I have read a copy of the Texas Code of Educator Ethics as provided to me by
Dr. Patricia Hoffman-Miller, Associate Professor, Department of Educational
Leadership and Counseling.

_____
(Signature)

_____
(Date)

NOTES: