

## **EDU 548L Implementing Successful Practices**

### **Student Outcomes**

- I. Students will:
  - A. Understand the implications of the “why and how of a rigorous and relevant” curriculum on instruction, assessment and the application of knowledge.
  - B. Understand the implications of technology, biotechnology, and nanotechnology on the workplace, home, school and society with the “leveling of the playing field” worldwide.
  - C. Understand the demographic and globalization changes that impact education, including the public’s divergent and often competing expectations of public schools.
  - D. Understand the successful practices educators can use in creating and implementing effective plans to improve the academic performance of all students
  
- II. Students will:
  - E. Identify the characteristics of the Bringing Best Practices to Scale Project in terms of rigor and relevance needed to prepare students for post-school responsibilities.
  - F. Identify ways to create the culture to setting best practices priorities.
  - G. Learn about student engagement and personal skill development and their impact on “rigor, relevance, and relationships in curriculum.
  - H. Seek ways to organize high expectation instruction and assessment along a continuum to enable all students to obtain higher academic standards.
  
- III. Students will:
  - I. Develop specific activities for use in their classrooms/buildings/district to move toward a more rigorous and relevant curriculum for all students.
  - J. Identify ways to gain administrative, staff, parental, student and community support for a rigorous and relevant curriculum.

## Annotated Syllabus

Course Content	Where/how Covered
<ul style="list-style-type: none"> <li>• <b>Preparing Students for our Changing World</b> <ul style="list-style-type: none"> <li>A. Implications of technology, biotechnology, and nanotechnology on the workplace, home, school and society.</li> <li>B. Overcoming organizational and cultural barriers</li> <li>C. Excellence versus equity</li> <li>D. Academics for higher education and work</li> <li>E. Application</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Course Session I</li> <li>• Prelude Session</li> <li>• Concurrent sessions</li> <li>• <i>Conference Proceedings</i></li> <li>• ICLE White Papers</li> <li>• Subscription to e-newsletter</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Successful Schools – What Makes Them Work</b> <ul style="list-style-type: none"> <li>A. Identifying series of recommendations for best practices</li> <li>B. Using data for decision making</li> <li>C. Implications for administrators, teachers, parents and the business community</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Keynote Address</li> <li>• Dr. Daggett’s Conference Paper</li> <li>• Concurrent sessions</li> <li>• <i>Conference Proceedings</i></li> <li>• ICLE White Papers</li> <li>• Subscription to e-newsletter</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Creating Successful Schools</b> <ul style="list-style-type: none"> <li>A. Defining the policies that will lead to a more rigorous and relevant education for all students.</li> <li>B. Identify implementation practices and organizational structures that will lead to a more rigorous and relevant atmosphere</li> <li>C. Planning for rigorous and relevant learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Keynote Address</li> <li>• Graduate Course Sessions II &amp; III</li> <li>• Dr. Daggett’s Conference Paper</li> <li>• <i>Conference Proceedings</i></li> <li>• Concurrent sessions</li> <li>• ICLE White Papers</li> <li>• Subscription to e-newsletter</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Improving Teaching and Learning</b> <ul style="list-style-type: none"> <li>A. Leadership development</li> <li>B. Literacy</li> <li>C. Instructional strategies</li> <li>D. The use of guiding principles</li> <li>E. 9<sup>th</sup> and 12<sup>th</sup> grade</li> <li>F. Parents/business as partners</li> <li>G. Professional development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Course Sessions II &amp; III</li> <li>• Concurrent sessions</li> <li>• <i>Conference Proceedings</i></li> <li>• ICLE White Papers</li> <li>• Paper/Project development and submission</li> <li>• Subscription to e-newsletter</li> </ul>

## Workshop Schedule

### By Sunday, July 1

Register for the three-credit hour graduate workshop EDU 548L Implementing Successful Practices

### By Tuesday, July 3

Read the following: (provided at conference registration)

- 2007 Conference Proceedings
- Dr. Daggett's 2007 Conference paper

**Saturday, June 30 (optional)** Attend a Preconference:

#### Saturday

Middle Grades – High School Collaboration (6-12)

Struggling Learners (7-12)

Content Area Reading and Writing (7-12)

Beyond the Basics – Rigor, Relevance & Relationships (K-12)

Elementary Writing (K-6)

Introduction to Rigor/Relevance Framework (K-12)

### Saturday, June 30

**Graduate Workshop Session I: *Registration and Update*** – Dale Eggebraaten  
International Center 5:00 - 6:00 pm Jefferson West, Hilton Towers

**Conference Keynote:** Dr. Willard Daggett or Ray McNulty

### Sunday, July 1

**Graduate Workshop Session I (Repeat): *Registration and Update*** – Dale Eggebraaten  
International Center 7:00 - 7:45 am Virginia C, Marriott

**Conference Keynote:** Ray McNulty or Dr. Willard Daggett

**Concurrent sessions**

### Monday, July 2

**Concurrent sessions**

**Graduate Workshop Session II: *Becoming an Education Change Agent***  
**5:30 - 6:30 pm Virginia C, Marriott**

**Tuesday, July 3**

**Graduate Workshop Session III (optional): *Putting the Pieces Together – Your Questions Answered*** – Dale Eggebraaten 11:30 am 12:30 pm Virginia A-B, Marriott

**Concurrent Sessions**

**Closing Session:** Ray McNulty

**By July 31, 2007**

Read the following “White Papers:”

- **Globalization - Tipping the Scale of Economic Supremacy**  
by Willard R. Daggett and Jerry Pedinotti  
Addresses the shifts occurring in our global economy and the need to continue to support and invest in American education.
- **Where in the World Is Technology Going?**  
by Willard R. Daggett and Jerry Pedinotti  
Provides a look at emerging technologies such as the Semantic Web, DNA computing, and Quantum computing.
- **Achieving Academic Excellence through Rigor and Relevance**  
by Willard R. Daggett  
Describes why state tests should be the starting point for a rigorous and relevant education, not the finish line.
- **Preparing Students for Their Future**  
by Willard R. Daggett  
This paper, presented at the 2005 Model Schools Conference, describes four major trends – globalization, changing demographics, technology, and changing values and attitudes – that must be addressed to assure that students are prepared to meet the challenges of the future.
- **Successful Schools: From Research to Action Plans**  
by Willard R. Daggett  
School districts are seeking innovative ways to give technical assistance to teachers. The International Center specializes in providing the data and methods necessary to offer all students a rigorous and relevant education, as described in this 2005 Model Schools Conference paper.

These can be downloaded by linking to ICLE White Papers at:

[www.icle.net/white\\_papers.html](http://www.icle.net/white_papers.html)

Subscribe and review one of the following electronic newsletters:

ASCD Smart Brief: <http://www.smartbrief.com/ascd/>

NCLB Newsletter: <http://www.nclb.gov/subscribe.html>

Education Weekly: <http://www.edweek.org/>

Deadline for submitting paper/project (8-12 pages) to International Center.

## Action Plan Components (8-12 pages)

- I. The need for high student performance
- II. Description of your school/district
- III. Local challenges that must be addressed to move toward a more rigorous and relevant curriculum for all students:
  - A. from students
  - B. from faculty
  - C. from parents
  - D. from community
  - E. from others
- IV. Description of your job responsibility
- V. Description of successful practices initiatives/plan for your classroom/school to address
  - A. Creating the Culture
  - B. Small Learning Communities
  - C. High Expectation
  - D. Literacy
  - E. Data
  - F. Ninth Grade
  - G. Twelfth Grade
  - H. Curriculum and Instruction
  - I. Leadership
  - J. Relationships
  - K. Professional Development
  - L. Other(s)

**Please note: Your paper must be received by July 31, 2007.**

**Please send it to:**

*Dale Eggebraaten*  
*International Center for Leadership in Education*  
*1587 Route 146*  
*Rexford, NY 12148*  
*or*  
*dale@leadered.com*

*fax (518) 399-7607*

## Rubric for Graduate Level College Credit

Grade	Criteria			
	Timeliness	Content	Evidence	Presentation
<b>A Outstanding</b>	The plan/project is submitted on time.	The plan/project thoughtfully and thoroughly addresses items I-V as detailed in the "Outline for Paper"	The plan/project cites sufficient, accurate, and appropriate evidences from the required readings and sessions to support major ideas.	The plan/project is well organized, reader friendly and meets traditional scholarly standards.
<b>B Successful</b>	The plan/project is submitted on time.	The plan/project addresses items I-V as detailed in the "Outline for Paper"	The plan/project cites sufficient evidence from the readings and sessions to support major ideas.	The plan/project is well organized and reader friendly.
<b>C Adequate</b>	The plan/project is submitted on time.	The plan/project states items I-V as detailed in the "Outline for Paper" but does not discuss them in depth.	The plan/project cites some evidence from the readings and sessions but does not link evidence clearly to the assigned topics.	The plan/project is organized.