Prairie View A&M University

College of Education/Department of Education Leadership & Counseling
ADMN 5073 - School Curriculum Leadership
Course Syllabus

INSTRUCTOR:

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OFFICE HOURS:

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COURSE/TITLE:	School Curriculum Leadership
CREDIT HOURS:	3 Semester Hours – Graduate
TERM OFFERED:	Spring 2013
LOCATION:	Internet
DAY/TIME:	Internet

REQUIRED TEXTS:

The Principal as Curriculum Leader: Shaping What Is Taught and Tested
Third Edition
Author: Glatthorn, Allan A.
Publisher: Corwin Press, Inc. **ISBN** 978-1-4129-6035-8

Deep Curriculum Alignment
ISBN (10 Digits): 0810839717/**ISBN (13 Digits):** 9780810839717
Authors: Fenwick W. English
Publisher: Scarecrow Education

The Present: The Gift for Changing Times
Author: Spencer Johnson
Publisher: Broadway Books **ISBN** 978-0-307-71954-6

CATALOG DESCRIPTION: (3-0) Credit 3 semester hours. An examination of educational leadership as it relates to curriculum development and improvement. Consideration is given to the administrator's role in identifying and implementing innovations in curriculum construction at all levels; furnishing leadership in coordinating educational offerings in elementary and secondary schools; diagnosing and prescribing learning activities for all students' needs; planning and evaluating curriculum content and changes; and designating personalized programs in specific skill areas such as reading, math, etc.

PREREQUISITES OR RESTRICTIONS: Admission to Graduate Program in Education.

RATIONALE FOR COURSE: This course is designed to enable educational administrators to develop a sound theoretical and knowledge base for the development, implementation and assessment of elementary and secondary school curriculum. Much of the current professional literature suggests that successful school administrators are highly involved in curriculum development and implementation.

EXPECTED STUDENT OUTCOMES:
The student will have an opportunity to examine:

- selected historical aspects of the development of curriculum, and relate them to the American educational system and present-day public school operations
- and analyze types of curriculum organization: horizontal, vertical, subject/student center, interdisciplinary etc.
- the relationships between subject-centered and student-centered curriculum
- contemporary perspectives and problems in curriculum
- the influence of various factors on curricula (e.g., social issues, political forces, future trends)
- the team concept and collaboration in curriculum development
- the components involved in, and processes of, curriculum development
- human development, learning styles and theories, and educational philosophy in developing and implementing appropriate curricula
- the integration of character building/ethics/moral development into the curriculum

INTENDED AUDIENCE: Eligible Graduate Students, teachers, prospective supervisors, principals and superintendents

State Board of Educator Competencies

DOMAIN II-INSTRUCTIONAL LEADERSHIP
Competency 004 The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
The principal knows how to:

- ➢ facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- ➢ facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- ➢ facilitate campus participation in collaborative district planning, implementation,

monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
➢ facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
➢ facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
➢ facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
➢ promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:
➢ facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
➢ facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
➢ create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
➢ ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
➢ use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
➢ facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
➢ facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
➢ facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
➢ analyze instructional needs and allocate resources effectively and equitably.
➢ analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
➢ ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006 The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:
➤ work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
➤ facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
➤ allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
➤ implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
➤ use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
➤ diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
➤ engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007 The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:
➤ implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
➤ implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
➤ frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
➤ use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
➤ encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
➤ apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

Curriculum Outline:

Unit 1: School District Needs Assessment
- AEIS Reports

Unit 2:
- Glatthorn Chapter 1: What it Means to be a Curriculum Leader
- Glatthorn Chapter 2: The Four Curriculum Levels
- Glatthorn Chapter 3: The Importance of the Principal

Unit 3:
- Glatthorn Chapter 4: State Policies and Frameworks
- Glatthorn Chapter 5: District Curricula

Unit 4:
- Glatthorn Chapter 6: Developing Vision and Goals
- Glatthorn Chapter 7: Rethinking the Programs of Studies
- Glatthorn Chapter 8: Committing to a Learning-Centered Schedule

Unit 5:
- Glatthorn Chapter 9: Integrating the Curriculum
- Glatthorn Chapter 10: Aligning the Curriculum
- Glatthorn Chapter 11: Monitoring the Implementation Process

Unit 6:
- Glatthorn Chapter 12: Making Yearly Planning Calendars
- Glatthorn Chapter 13: Developing Units of Study

Unit 7:
- Glatthorn Chapter 14: Enriching the Curriculum and Remediating Learning
- Glatthorn Chapter 15: Evaluation the Curriculum
- Glatthorn Chapter 16: Curriculum Leadership: Putting It All Together

Unit 8:
- Testing in Texas

Unit 9:
- TExES Testing

Unit 10:
- English Chapter 1: Facing the Scourge of the Test Score Zeitgeist
- English Chapter 2: Understanding the Dynamics of the Playing Field

Unit 11:
- English Chapter 3: Initiating Actions to Level the Competitive Playing Field
- English Chapter 4: Engaging in Deep Curriculum Alignment
- English Chapter 5: Creating a Viable Alternative to Testing as Mass Inspection

COURSE REQUIREMENTS:

Units: (55%)

1. Unit Completions (Units 1- 10)
   a. Discussion postings
   b. Article Summary
   c. Quiz

Projects:
2. Curriculum Audit: (5%)
The student will create an abbreviated "Curriculum Audit". The audit will cover the following areas:
- Funding
- Professional Development
- Performance of Staff

- ➢ Curriculum Offerings
- ➢ Instructional Programs

3. <u>Curriculum Director Interview: (5%)</u>
For this assignment, you are expected to interview a curriculum director in your school district. If your district does not have a curriculum director then you will need to find one for this purpose. A specific list of questions will be provided by the instructor.

4. <u>AEIS Report: (5%)</u>
Students will complete an activity regarding their campus' AEIS report. If the student is not employed by a district, the student will need to "adopt" a campus.

GRADUATE RESEARCH PROJECT: (20%)
Research paper on an instructor assigned area in curriculum. Papers will be a minimum of 5 pages:

- Double spaced
- Bookman
- 12 point font
- 1 inch margins
- APA format
- Minimum of 5 sources included in a reference list

All papers will be submitted to "turnitin.com" to check for plagiarism. All papers that indicate more than a 50% will receive an "F".

FINAL EXAM: (10%)
The final exam will be completed online.

LATE POLICY:
Late assignments (with the exception of quizzes) will be accepted. These assignments will then have a 30% deduction in grade. No exceptions. Quizzes cannot be made up.

Course Procedures:
Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through eCourses. Directions for accessing eCourses will be provided. Additional assistance can be obtained from the Office of Distance Learning.
Electronic Communication Standards
You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the week (Sunday through Saturday). I will respond to email messages during the week by the close of business (5:00 pm) on the day following *my receipt* of them.

University Policies

Disability statement

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students 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

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. Students 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

The university respects the rights of instructors to teach and students 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 students 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 Students under nonacademic procedures.

Sexual misconduct

Sexual harassment of students 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.

Class Attendance Policy

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. 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 during regular semesters and summer term.