



**Educational Leadership:
Curriculum Development
Site-based Participant Syllabus**

Course Description

This course examines the role of curriculum in American public schools. Participants are introduced to topics that integrate historical, social, and philosophical traditions. The lessons address contemporary topics including the achievement gap, instructional technology, and accountability. Participants will compare curricular interpretations, which may lead the participants to new understandings in curriculum development.

Course Prerequisites

No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Text Books/Supplemental Reading (provided online within class)

Wiles, J. W., & Bondi, J. C. (2011). *Curriculum development: A guide to practice* (9th ed.). Boston, MA: Allyn & Bacon. ISBN-13: 9780137153305

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Examine the historical, social, and philosophical foundations of education in the United States.
2. Formulate educational strategy that considers the diverse needs of students in the 21st century.
3. Apply research-based strategies and instructional standards to foster the development and improvement of student learning.
4. Evaluate how privilege, diversity, and other equity factors contribute to the achievement gap across the country.
5. Analyze the effectiveness of various reform strategies used in the process of leading sustainable change in schools.

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: What Is Curriculum?

- 1.1 Compare three definitions of curriculum
- 1.2 Analyze ways that curriculum is socially, historically and politically constructed
- 1.3 Generate a definition of curriculum based on your own personal experience in schools
- 1.4 Defend this statement: Curriculum promotes democracy

Lesson 2: Educational Philosophy

- 2.1 Analyze ways that curriculum influences educational outcomes
- 2.2 Summarize curriculum trends in four different educational philosophies
- 2.3 Describe major contributions of several educational philosophers

Lesson 3: History of American Education

- 3.1 Identify three educational movements
- 3.2 Explain the relationship between American historical and social foundations
- 3.3 Describe several implications of the 1966 Coleman Report for today's American public schools
- 3.4 Implement a technology-rich lesson in place of a traditional lesson used in your classroom
- 3.5 Analyze the changes that happen in classrooms when teachers engage students in technologically-rich lessons

Lesson 4: Social Foundations of American Education

- 4.1 Determine the relationship between school and community
- 4.2 Compare the role of the teacher in American schools with the teacher's role in other countries
- 4.3 Describe changes in the purpose and role of schools in society
- 4.4 Distinguish between the roles of various stakeholders within a school

Lesson 5: Purpose of Schools

- 5.1 Summarize the proficiencies referred to by the term, "21st Century skills"
- 5.2 Explain the impact of 21st century learning models
- 5.3 Describe strategies that provide opportunities for digital natives to apply 21st century skills
- 5.4 Use digital tools in PK-12 classrooms to solve real-world problems

Lesson 6: 21st Century American Education

- 6.1 Describe a variety of ways that diverse students engage with curricular materials to construct meaning
- 6.2 Describe elements of culturally relevant pedagogy
- 6.3 Propose a curriculum review process that considers the needs of general education students and students with special needs as well as English

Language Learners in early childhood programs and elementary, middle and high schools

- 6.4 Defend the implementation of Response to Intervention as a reform strategy

Lesson 7: 21st Century Learners

- 7.1 Explain how school leaders create a data-informed learning culture
- 7.2 Describe approaches used by effective school leaders to design standards-aligned instruction that improves teaching and learning for every learner (students and adults)
- 7.3 Illustrate how systems thinking provides a framework for leaders to build capacity for an organization
- 7.4 Articulate a process that makes rigorous, research-based instruction accessible for every student, within the high stakes context of accountability

Lesson 8: Politics of Education

- 8.1 Summarize methods used by effective teachers to align student work with rigorous standards
- 8.2 Identify research-based models used by effective school leaders that link curriculum, assessment and instruction to improve teaching and learning
- 8.3 Describe indicators of effective PK-12 literacy instruction
- 8.4 Describe indicators of effective PK-12 math instruction
- 8.5 Describe indicators of effective, best instructional practice based on theories of learning across domains
- 8.6 Distinguish between assessment of learning and assessment for learning

Lesson 9: Student Diversity as Factors in American Education

- 9.1 Determine strategies used by effective principals to eliminate predictable differences in student achievement which persist in schools across the country
- 9.2 Explain how some students continue to be privileged while others struggle to succeed in American schools
- 9.3 Compare the impact of using aggregate and disaggregated student performance data to inform decision-making
- 9.4 Describe how achievement gaps reflect differentials of societal power

Lesson 10: Teaching and Learning

- 10.1 Identify the role of curriculum as a lens in classroom instruction
- 10.2 Describe instructional improvement using research-based best instructional strategies
- 10.3 Explain the purpose of national Common Core Standards

Lesson 11: Equity Issues in American Education

- 11.1 Explain the purpose of testing that began in the early 20th century
- 11.2 Identify strategies that successfully engage the community and the school
- 11.3 Describe challenges facing schools with growing minority/immigrant enrollment

Lesson 12: Leading Change

- 12.1 Describe the use of social capital as a prerequisite to organizational change in schools
- 12.2 Provide examples of school reform strategies over the past 60 years, including a description of the effectiveness of each
- 12.3 Describe changes in society that impact public schools

Teaching Methodology and Delivery Model

Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching.

Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each

participant to synthesize class content and apply it within the teacher's specific teaching environment.

Topics Agenda

Milestone One: What Is Curriculum?

This milestone focuses on defining curriculum, the external influences on curriculum, and building a definition of curriculum. After completion of this milestone, participants will be able to formulate the central ideas of curriculum.

Milestone Two: Educational Philosophy

This milestone focuses on the impact of curriculum on outcomes, educational philosophies and curriculum, and American educational philosophies. After completion of this milestone, participants will be able to deconstruct major concepts of American educational philosophy.

Milestone Three: History of American Education

This milestone focuses on education in revolutionary America, education in the American Industrial Revolution, post-World War II education, and Horace Mann's use of technology as the 21st century equalizer. After completion of this milestone, participants will be able to outline the historical and social foundations of American education.

Milestone Four: Social Foundations of American Education

This milestone focuses on education in the context of democratic principles, the melting pot, developing communities, and shared leadership. After completion of this milestone, participants will be able to evaluate the purpose of school in American society.

Milestone Five: Purpose of Schools

This milestone focuses on citizens for a new democracy, citizens for a developing nation, and citizens for a post-war economy. After completion of this milestone, participants will be able to outline key components of 21st century American education.

Milestone Six: 21st Century American Education

This milestone focuses on accountability, policy initiatives, the rapidly changing American population, and responding to intervention with differentiating instruction. After completion of this milestone, participants will be able to devise a plan to address the needs of the broad range of students in American public school PK-12 classrooms.

Milestone Seven: 21st Century Learners

This milestone focuses on education and the culture of data, racial and socio-economic diversity, systems thinking, and best instructional practices. After

completion of this milestone, participants will be able to analyze the impact of accountability on teaching and learning.

Milestone Eight: Politics of Education

This milestone focuses on testing, the standards movement, and No Child Left Behind. After completion of this milestone, participants will be able to explain the impact of curriculum, instruction, and assessment on the improvement of student learning.

Milestone Nine: Student Diversity as a Factor in American Education

This milestone focuses on the role of immigrants in building America, access issues, the question of whether zip code determines what will be taught, and the achievement gap. After completion of this milestone, participants will be able to identify reasons that achievement gaps exist.

Milestone Ten: Teaching and Learning

This milestone focuses on the textbook as curriculum, research-based instruction, and Common Core standards. After completion of this milestone, participants will be able to apply research-based strategies and instructional standards to classroom curriculum.

Milestone Eleven: Equity Issues in American Education

This milestone focuses on education, democracy and community engagement and the emerging minority population. After completion of this milestone, participants will be able to evaluate this statement: Students are treated inequitably in American schools.

Milestone Twelve: Leading Change

This milestone focuses on changing school leadership, school reform, and public schools in transition. After completion of this milestone, participants will be able to apply the process of leading sustainable change.

Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter

grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all in-class readings and assignments as directed by the instructor. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing state required course reflection via the student portal and all hours are met.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of

application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessment	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Late Work and Make-Up Policy

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Compliance with National Standards

Upon successful completion of the course, the participant will demonstrate competence in the standards developed by the Educational Leadership Constituent Council (ELCC) of

the National Policy Board for Educational Administration (NPBEA) and The Interstate School Leaders Licensure Consortium (ISLLC) in alignment with guidelines for the National Council for Accreditation of Teacher Education (NCATE).

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.