

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**

**EDLR 6500**

**Fall 2009**

**CURRICULUM DEVELOPMENT FOR EDUCATIONAL LEADERS**

**THREE CREDITS**

**Professor: Albert Isaacs, PhD**

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**Classroom:** Room 349, University Hall

**Class meetings:** Tuesdays: 4: 30pm to 7:45pm

**Office hours:** Tuesday, Wednesday, Thursday: 1pm to 4.30 pm, or by appointment.

**Course Description:** This hybrid (online and face-to-face classes) course will examine the nature of curriculum development from an educational leader's perspective. Emphasis will be placed on preparation, implementation, and evaluation of the curriculum.

**Required Text:** Glatthorn, A.A., Boschee, F., & Whitehead, B.M. (2009). *Curriculum Leadership: Strategies for Development and Implementation* (2<sup>nd</sup>.ed). Thousand Oaks CA: Sage

### **Live Text**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

## Course Objectives

The Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) Awareness, defined as acquiring concepts, information, definitions, and procedures; (2) Understanding, defined as interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) Capability, defined as applying knowledge and skills to specific problems of practice (ELCC).

The candidate will:

1. Demonstrate an understanding of the influences on curriculum development stemming from the functions of a school within a social and cultural context.
2. Demonstrate an understanding of the relationship between the nature of learning and curriculum development.
3. Identify various models for curriculum development and the rationale for each model.
4. Identify the elements of curriculum development (i.e., needs, objectives, content, etc.)
5. Demonstrate an understanding of the procedures and functions of goal analysis and development of objectives in curriculum planning.
6. Demonstrate an understanding of the factors involved in organizing curriculum content.
7. Plan for goals and objectives, for related learning experiences, and for evaluation of student performance using a specific curriculum development model.
8. Demonstrate an understanding of the criteria involved in the selection of curriculum activities.
9. Identify the major reasons for curriculum evaluation.
10. Demonstrate an understanding of the procedures involved in evaluating curriculum and program development.
11. Identify leadership skills necessary for achieving effective curriculum development and implementation.

## College of Education Conceptual Framework

### Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared**, **able**, and **responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **Specific standards addressed in this course**

Course assignments are aligned to support candidate awareness, understanding, and capability for these standards:

ELCC Standard 2.2, 2.3

Georgia PSC Standard Two

ISLLC Standard Two

### **Method of Instruction**

1. PowerPoint presentations
2. Discussions
3. Problem solving
4. Case studies

### **Course Schedule**

#### **Week # 1 (8/18).**

- Chapter 1: The Nature of Curriculum
- Introductions, expectations, review the syllabus, discuss assignments, field activity and the due dates.
- PowerPoint presentation
- APA guidelines
- Critique an article

**Week #2 (8/25).**

- Chapter 2: Curriculum History: The perspective of the past.
- Chapter 3: Curriculum Theory
- Power point lecture and class activity
- **Annotated Bibliography due**

**Week #3 (9/1).**

- Chapter 4: The Politics of the Curriculum
- Chapter 5: Curriculum Planning
- ***Class activity (video on curriculum development)***
- **First Case study due**

**Week #4 (9/8) (No classes for ASU)****Week #5 (9/15)**

- Chapter 6: Improving the Program of Studies
- Chapter 7: Improving a Field of Study
- Power point lecture and class activity
- **Second Case study due**

**Week #6 (9/22) (Online class)**

- Chapter 8: Processes for Developing New Courses and Units
- Chapter 9: Supervising the curriculum: Teachers and Materials
- ***Critique assignment online.***

**Week #7 (9/29)**

- Chapter 10: Curriculum Implementation
- Chapter 11: Aligning the Curriculum
- Chapter 12: Curriculum Evaluation
- Power point presentation and class activity

**Week #8 (10/6)**

- Chapter 13: Current Developments in the Subjects fields
- Chapter 14: Current Developments Across the Curriculum
- Chapter 15: individualizing the Curriculum
- **Field Experience activity due at 4: 30 pm, class lecture and presentations on the field experiences.**

## Performance Assessment

Overview of key concepts in curriculum planning, implementing, and evaluating with a focus on providing leadership in these areas.

**Course Activities:** To successfully complete this course, you should critically read the curriculum literature; contribute substance and insights to class discussions, individual presentations, complete assignments, annotated bibliography, case studies, and one major field experience project.

1. **Annotated bibliography (10 research studies from a professional journal, and should include test scores, dependent and independent variables, data analysis, etc)**
2. **Case study 1. Supervising the Curriculum.**
3. **Case study 2. Curriculum Evaluation**
4. **One online critique assignment**
5. **Field Experience Activity (understanding and capability).**

## MAJOR PROJECT: FIELD EXPERIENCE ACTIVITY

**Develop a Curriculum for your grade level at your school on Multicultural Globalization and include the following components:**

- **A rationale for the course or a statement of the philosophy.**
- **A list of the objectives, ordered in the desired sequence.**
- **The recommended learning activities, displayed graphically so that their relationship to the objectives is very clear.**
- **A list of recommended instructional materials**
- **Copies of tests**

**The entire paper, including the power point presentation should be uploaded on Live Text. Prepare a double-spaced, Times Roman font, 10-12 page paper. Paper (35 points) and presentation (5 points) are due at the Last day (10/6) of class.**

## APA STYLE

All written work for the College of Education follows the American Psychological Association (APA) style manual, sixth edition (2009). Your cover page, running head, in-text citations, reference list, grammar and mechanics must reflect this style manual. General assistance with APA style is available

through the Augusta State University Writing Center and online at <http://owl.english.purdue.edu/owl/resource/560/01/>

**Clinical sessions** will be held twice during the eight-week session. These are voluntary, and you may ‘come and go’ at any time during that time. The purpose of the lab sessions is to allow individuals or project group members to review/clarify any course assignments, seek feedback on project plans, seek help with drafts of issues paper, appropriate graduate writing skills, etc. There will be no penalty for non-attendance at these sessions.

### Scoring of Assignments

**Criteria for evaluating student work will include, but not be limited to the following:**

Class participation and attendance	10 points
Annotated Bibliography	20 points
Two Case Studies: Each Paper	10 points
One Online assignment	10 points
Project: Paper	35 points
Project: presentation	5 points
	<b>Total: 100 points</b>

### GRADING

<b>90&gt;</b>	<b>A</b>
<b>80 – 89.99</b>	<b>B</b>
<b>70 – 79.99</b>	<b>C</b>
<b>60 – 69.99</b>	<b>D</b>
<b>59.99&lt;</b>	<b>F</b>

## SCORING GUIDE USED TO SCORE CANDIDATE RESPONSES

Criteria	Unsatisfactory 0-69 points	In Progress 70-79 points	Proficient 80-89 points	Exemplary 90-100 points
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Candidate demonstrates the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning.	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning and MEET the expectation required. Evidence and artifacts are complete.	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning. Evidence and artifacts are complete and presented in a professional manner.
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### Attendance

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: Class begins at 4:30 p.m. on the 30th and you cannot attend; you must have the assignment in my possession by 4:30 p.m. on the 30th to receive a grade other than zero.

Augusta State University requires class attendance. Roll is taken at each class. You are responsible for signing-in and indicating your arrival time. If you leave class early, you are to sign-out and note the time as well. In our case, since we meet just eight times, a candidate can not miss time that equals more than TWO classes. On the third absence, the candidate will receive a grade of “F” for the course. There are no excused absences in this course.

### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.  
(p.43)

### **Pipeline Account**

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Center**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### **Cell Phones and Laptops**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class. Cell phones and laptops should be turned off before entering the classroom.

## **Bibliography**

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Colangelo, N., Assouline, S., & Gross, M. (2001). *A nation deceived: How schools hold back America's brightest students*. Iowa City: The University of Iowa.

Davis, O.L. (2005). The new standards are set: Now what? *Journal of Curriculum and Supervision*, 20(2), 98-93.

Friedman, Thomas L. (2006). *The world is flat*. New York: Farrar, Straus, & Giroux.

- Jacobs, Heidi H. (2004). *Getting results with curriculum mapping*. Alexandria, VA: ASCD.
- Mullen, Carol A. (2007). *Curriculum leadership development: A guide for aspiring school leaders*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Olivia, Peter F. (2005). *Developing the curriculum (sixth edition)*. Boston: Allyn & Bacon.
- Reis, Sally M. & Renzulli, Joseph S. (2005). *Curriculum compacting: An easy start to differentiating for high potential students*. Waco, TX: Prufrock Press.
- Renzulli, J.S. (2002). Expanding the conception of giftedness to include co-cognitive traits and to promote social capital. *Phi Delta Kappan*, 84(1), 33-58.