

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

EDLR 6500
Spring 2010
CURRICULUM DEVELOPMENT FOR EDUCATIONAL LEADERS
THREE CREDITS

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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 **Performance based** 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* (2nd.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. Large and small group discussions
3. Problem solving and critical analysis
4. Case studies

Course Schedule

Week # 1 (1/12).

- **Introductions, expectations, review the syllabus; discuss assignments, Performance based field field activities and the due dates.**
- **PowerPoint lecture:**
- Chapter 1: The Nature of Curriculum
- Chapter 2: Curriculum History: The perspective of the past.
- **APA guidelines**
- **Critique a research article**

Week #2 (1/19).

- Chapter 3: Curriculum Theory
- Chapter 4: The Politics of the Curriculum
- **Power point lecture and class activity**

Week #3 (1/26).

- Chapter 5: Curriculum Planning
- Chapter 6: Improving the Program of Studies
- PowerPoint lecture
- **Class activity**
- **Annotated Bibliography is due**

Week #4 (2/2)

- Chapter 7: Improving a Field of Study
- Chapter 8: Processes for Developing New Courses and Units
- **PowerPoint lecture**
- **A local school principal as a guest speaker.**
- **Class activity**

Week #5 (2/9)

- Chapter 9: Supervising the curriculum: Teachers and Materials
- Chapter 10: Curriculum Implementation
- **PowerPoint lecture**
- **Class activity**
- **Hidden Curriculum paper is due.**

Week #6 (2/16) (Online class)

- Chapter 11: Aligning the Curriculum
- Chapter 12: Curriculum Evaluation
- **PowerPoint lecture**
- **Guest speaker: Central office Director for Curriculum Development.**
- **Class activity**

Week #7 (2/23)

- Chapter 13: Current Developments in the Subjects fields
- Chapter 14: Current Developments Across the Curriculum
- **PowerPoint lecture and class activity**

Week #8 (3/2)

- Chapter 15: individualizing the Curriculum
- PowerPoint presentations of Performance based field activities.
- **Concept of Curriculum Development Field Experience activity due at 4: 30 pm.**

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, and one major field experience project.

1. **Annotated bibliography (10 research studies from a professional journal).**
2. **Hidden Curriculum**
Describe the hidden curriculum of your institution, in regards to the students and faculty. How is it evident? How does it affect the students and faculty? How does it affect you personally? The paper should be Four to Five pages.
3. **Major Project: Performance based Field Experience Activity (understanding and capability).**

MAJOR PROJECT: Performance based Field Experience Activity (PSC standard two) Concept of Curriculum Development (50 points).

In general, there are four domains needed to develop curriculum: *curriculum, assessment, standards and instruction*. In this assignment, you must present a visual representation of how you believe these four domains interact to build curriculum. Is there a driving force of the four? Are all equal players? How do you begin to design curriculum? Are there any factors missing? Using drawing tools from any application program and create a visual representation of the concept of curriculum development. This visual representation is based on your experiences, thoughts and beliefs about the development of the curriculum. You will demonstrate how you believe the process occurs. When you post your visual representation, you will also need to include a **THREE-page** written explanation of the process that addresses the role of each domain in the curriculum development process. This written explanation will include a minimum of **FOUR scholarly sources** to support your concept of curriculum development.

The three-page paper should be uploaded on Live Text by 4:30 pm on the due date. Prepare a double-spaced, Times Roman font paper. The visual project (45 points) is due at 4:30 pm of the last day (3/2/2010) of class. The students shall present (5points) their visual projects during the class session. No late assignments or papers will be accepted.

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 |
| Hidden Curriculum | 20 points |
| Visual project and paper | 45 points, and presentation 5 points. |
| | 50 points |
| | Total: 100 points |

GRADING

| | |
|------------|---|
| 90> | A |
| 80 – 89.99 | B |
| 70 – 79.99 | C |
| 60 – 69.99 | D |
| 59.99< | F |

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 | 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 |
|---|--|---|---|--|

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| | | | will enhance and accelerate teaching and learning and MEET the expectation required. Evidence and artifacts are complete. | 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 time and 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 time and 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.

Tardiness

Tardiness will not be tolerated. Students must make the necessary arrangements to be on time (**4:30pm**) for all the eight classes. One point will be deducted from the class participation when a student enters the class after 4:30 pm.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of 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.”

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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- Brubaker, Dale L. (2004). *Creative curriculum leadership: Inspiring and empowering your school community*. Thousand Oaks, CA: Corwin Press.
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- 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.
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- 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.