

Curriculum Planning
ASE 578
Spring 2008

DEPARTMENT: Educational Leadership
COURSE NUMBER: ASE 578
COURSE TITLE: Curriculum Planning

INSTRUCTOR:

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Classes will mostly be on-line via the Blackboard Management System; however, some classes will meet in Spring Branch.

COURSE DESCRIPTION:

This course provides a study of the various factors which influence curriculum change; the role and responsibilities of different personnel and agencies in curriculum planning; procedures in implementing curriculum change; and current programs in public school curriculum K-12. Prerequisite: ASE 532 and ASE 668.

REQUIRED TEXT:

English, F.W. (2000). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum*. Thousand Oaks, CA: Corwin Press. ISBN 0 8039 6832 9

Brown, G.H., & Irby, B. (2001). *The Principal's Portfolio*. Thousand Oaks, CA: Corwin Press.

Oliva, P. F. (2005). *Developing the curriculum* 6th ed. Boston: Pearson Education. ISBN 0 205 41259 9

COURSE PERFORMANCE STANDARDS, KNOWLEDGE AND SKILLS:

While completing an approved preparation program, all candidates for school principal certification in Texas must demonstrate general knowledge and skill competency related to the eight standards areas established by the State Board of Educator Certification (SBEC):

1. Learner-Centered Values and Ethics of Leadership
2. Learner-Centered Leadership and Campus Culture
3. Learner-Centered Human Resources Leadership and Management
4. Learner-Centered Communications and Community Relations
5. Learner-Centered Organizational Leadership and Management
- 6. Learner-Centered Curriculum Planning and Development**
- 7. Learner-Centered Instructional Leadership and Management**

These standards are assessed with the TExES certification examination for Principals which includes questions around the following nine competencies

Competency 1: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 2: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 3: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 4: 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.

Competency 5: 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.

Competency 6: 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.

Competency 7: The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

Competency 8: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 9: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment

LEARNER OUTCOMES:

This course emphasizes each of the above standards as each of those is tested at the State level on the Principal TExES test. To accomplish these objectives, this course emphasizes reading, discussions, case studies, applied research, and field-based experience to align with:

1. Learning principals, generalization, and theories
2. Learning to apply course material to improve thinking and problem solving
3. Developing skills and competencies related to the study
4. Developing skills and competencies in using available resources
5. Learning to analyze and evaluate differing points of view

EXPECATIONS:

- Students will participate in online classes.
- Students will assume responsibility for their own success in this class, not only in class discussions online, but for assignments and readings both from the text and additional outside assigned readings.
- No make-up assignments will be given; points will be deducted from participation grade and/or assignments turned in late.
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class.
- Late assignments will result in a lower participation grade for that assignment since the course syllabus is designed to provide time to share and analyze research assignments.
- This class will require students to meet outside class, develop mini-presentations over assigned topics, to engage in lessons on-line, to conduct field research on topics and to read outside the textbooks and educational field in leadership development.

COURSE REQUIREMENTS

PARTICIPATION: Participation in all discussions, activities, and assignments is expected. Also, students will be expected to demonstrate the ability to work in collaborative groups. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

WRITTEN WORK: Written assignments will be based on the readings and the student's own experiences. All written assignments must be written at the graduate level and follow APA format as indicated in the SHSU Education Leadership and Counseling Department Writing Standards. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

DISCUSSION

THREADS: Students are expected to participate in discussion threads on-line via the Blackboard system, and other required readings or assignments.

Criteria for Evaluation and Determination of Grade

1. Attendance will be taken during each session. Absences not only effect large and small group participation, but essential material, daily presentations, and learning experiences are missed which cannot be duplicated. Because of the participatory nature of the class, even excused absences will result in point deductions in participation.

2. Participation in and on-line class activities will be observed. Attendance affects participation. Because this is a graduate course, part of high quality participation is volunteering and leadership that is insightful and well thought out. (This includes large and small CLG discussions, written reflections on topics, and other research/field components.)

The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

Disability Statement

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

RELIGIOUS HOLIDAYS:

An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.

COURSE OUTLINE

Course is scheduled for Wednesdays. The classes where we will be meeting in person are noted below. Otherwise, the syllabus is set up as a “Wednesday” class. When you complete the assignments is entirely up to you, as long as they are turned in via Blackboard on the assigned date.

- On-line discussion threads will be on-going throughout the syllabus. Please be sure you are checking Blackboard at least 2-3 times a week to watch for announcements an/or new discussion threads. Everyone must participate by making a relevant comment regarding the posting.

Dates	Reading Assignments	Related Assignment/Due
1/16	<ul style="list-style-type: none"> • First day of class- Meet in SBISD • Logistics of Class • Explanation of Assignments • Group Activity • The TEXES Guide 	
1/23	<ul style="list-style-type: none"> • Curriculum and Instruction Defined • Dimensions and Functions of Curriculum 	<ul style="list-style-type: none"> • Read Chapters 1 and 2 in Oliva; Chapter 1 in English • Reflection #1 Due- Post via Blackboard
1/30	<ul style="list-style-type: none"> • Curriculum Planning and the Human Dimension • Models for Curriculum Development 	<ul style="list-style-type: none"> • Remember to check Blackboard for related discussion items • Read Chapters 4 and 5 in Oliva
2/6	<ul style="list-style-type: none"> • Philosophy and Aims of Education 	<ul style="list-style-type: none"> • Read Chapter 6 in Oliva • Remember to check Blackboard for related discussion items
2/13	<ul style="list-style-type: none"> • Needs Assessments • Templates for Curricular Construction 	<ul style="list-style-type: none"> • Read Chapter 7 in Oliva and Chapter 2 and 3 in English • Remember to check Blackboard for related discussion items • Analysis of Student Data Paper Due- Post via Blackboard
2/20	<ul style="list-style-type: none"> • Class in SBISD • Discussion of Needs Assessments and their 	<ul style="list-style-type: none"> • Reflection #2 Due- Post via Blackboard

	<ul style="list-style-type: none"> role in Curriculum Development Aligning Curriculum 	
2/27	<ul style="list-style-type: none"> Curriculum Goals and Objectives Organizing and Implementing the Curriculum 	<ul style="list-style-type: none"> Read Chapters 8 and 9 in Oliva Remember to check Blackboard for related discussion items
3/5	<ul style="list-style-type: none"> Auditing the Curriculum 	<ul style="list-style-type: none"> Read Chapter 4 in English and Chapter 15 in Oliva Current Issues Paper and Presentation Due- Post via Blackboard
3/12	<ul style="list-style-type: none"> Class in SBISD Presentation of Current Issues Papers- 20 minutes per student Discussion of Auditing and Monitoring the Curriculum 	<ul style="list-style-type: none"> Reflection #3 Due-Post via Blackboard
3/19	<ul style="list-style-type: none"> Spring Break 	<ul style="list-style-type: none"> Stay Caught up on all Assignments!
3/26	<ul style="list-style-type: none"> Instructional Goals and Objectives Strategies of Instruction Evaluating Instruction 	<ul style="list-style-type: none"> Remember to check Blackboard for related discussion items Read Chapters 10, 11 and 12 in Oliva
4/2	<ul style="list-style-type: none"> Class in SBISD Discussion of Goals and Objectives, Strategies and Evaluation of Instruction Staff Development and Campus Action Planning 	<ul style="list-style-type: none"> Professional Development Planning Project Due- Post via Blackboard
4/9	<ul style="list-style-type: none"> Work on Class Presentations 	<ul style="list-style-type: none"> Use this time to work with your group- class presentations are due on April 23!
4/16	<ul style="list-style-type: none"> Resources and Curriculum- the role of the library and the textbook adoption process (ala website) Instructional Materials and Technology at TEA (tea website) 	<ul style="list-style-type: none"> Remember to check Blackboard for related discussion items View the websites: <ul style="list-style-type: none"> http://www.ala.org/ala/aasl/aaslissues/issuesadvocacy.cfm http://www.tea.state.tx.us/imet
4/23	<ul style="list-style-type: none"> Last Class in SBISD 	<ul style="list-style-type: none"> Final Performance Projects Due- Post via

	<ul style="list-style-type: none"> • Class Presentations- 45 minutes per group 	<p>Blackboard</p> <ul style="list-style-type: none"> • Class Presentations
4/30	<ul style="list-style-type: none"> • Curriculum Products 	<ul style="list-style-type: none"> • Read Chapter 14 in Oliva
5/7	<ul style="list-style-type: none"> • End of the Semester 	

Point Values

300-280 Points A

279-259 Points B

258-238 Points C

237 – Below F

Total Points: _____

Course Activities and Assignments

Participation (in class and on-line discussion threads): 35 Points

- Students are expected to participate in class as well as on-line via discussion threads.

Chapter Reflections: (30 Points; 3 @ 10 points each)

- Each student will select three chapter(s) in either the Oliva or English textbook to do a written reflection using the Irby and Brown Reflection model as indicated in *The Principal Portfolio*-Brown and Irby (page 28)
- Reflections should not be longer than two pages, typed, single spaced
- The student should ensure that at least a third of the reflection is dedicated to the Appraise and Transform portion of the reflection cycle (Brown and Irby book)

Professional Development Planning (Internship Embedded Activity): (50 Points)

- Students will read describe and analyze the district policy on professional development
- Students will interview their building principal about how they determine professional development needs- both building wide and for individual teachers
- Rubric will be included

Analyzing processes For Use of Student Data (Internship Embedded Activity):

(50 Points)

- Students will analyze and describe the process used to share information regarding performance of student groups on their campus
- Rubric will be included

Current Issues Research/Article: (35 points)

- Students will select a topic or current issue in education as it relates to curriculum planning (ELL, Special Ed., GT, Dyslexia Support, Intervention Models, etc.)
- Students will research the issue and prepare a short presentation for the class, showing the research selected on the topic

- A one page handout will be provided to the class with the highlights of the research you found and the implications for the instructional leader
- Rubric will be included

Final Performance Project: Curriculum Alignment Project (100 points)

The curriculum alignment project measures the students' abilities to collect, analyze, and use student performance data to determine areas of improvement in the school.

I. Analysis of State Accountability Data Reports

Students will examine state assessment data such as the campus' Texas Assessment of Knowledge and Skills (TAKS) scores and the Academic Excellence Indicator System report from to determine areas of student performance in need of improvement. Whole group and sub-group grade level data are analyzed for each subject. Candidates select and analyze 2 or 3 of the lowest performing objectives for one subject area and one grade level. The candidates will display selected data in graphic form. They will highlight the emerging patterns and trends of the data. TAKS scores and AEIS reports may not be from one of the students in the group's campus. Another campus within the district may be used, or, another campus in the State. (Student's can search the TEA website for AEIS reports and TAKS scores).

II. Curriculum Needs Assessment

Students will review selected district curriculum documents to determine the objectives' alignment with the lowest performing areas for an identified subject and grade level. Candidates use this information to align the written, taught and tested campus and district curriculum. Candidates make revisions in the targeted curriculum areas in their district/campus curriculum documents and recommendations regarding alignment with instruction/professional growth for teachers.

III. Curriculum Action Plan

Students will work in groups to develop a curriculum action plan for improving student performance in the targeted areas. This assignment includes a written narrative and action plan for improving performance in at least two objectives from the state curriculum, the Texas Essential Knowledge and Skills (TEKS), and the Texas Assessment of Knowledge and Skills (TAKS). The action plan must contain goals, objectives, activities, resources, and persons responsible for completing the action. Each group member will present the findings and a graphic representation of the data to the class. The candidates will make recommendations on how the school can use the data to align the curriculum and promote best practices for enhancing student achievement. The candidates will also describe procedures for soliciting and sustaining community support for the vision of the action plan (ELCC 1.5).

IV. Summary Presentation

Presentations will be made in class in power point format. Any applicable charts, graphs, plans of action, etc. should be provided.

The following list is a checklist of what must be included in your project.

- Examine state assessment data such as the campus' Texas Assessment of Knowledge and Skills (TAKS) and the Academic Excellence Indicator System report from to determine areas of student performance in need of improvement (ELCC 2.3).
- Identify emerging patterns and trends of the data (ELCC 2.2).
- Review district curriculum documents to determine the objectives' alignment with the lowest performing areas for an identified subject and grade level. (ELCC 2.2)
- Provide recommended revisions for the targeted curriculum areas in district/campus curriculum documents and recommendations regarding alignment with instruction/professional growth for teachers (ELCC 1.1).
- Develop a curriculum action plan for improving student performance in the targeted areas (ELCC 1.3).
- Present the findings of the data (ELCC 2.2).
- Recommend how the school staff can use the data to align the curriculum and promote best practices for enhancing student achievement (ELCC 2.3).
- Describe how you will solicit community support for the vision of the action plan (ELCC 1.5).
- Discuss plans for presenting the project to their school board, community members, school officials, and other stakeholders of the school (ELCC 1.4).
- Discuss strategies to solicit the stakeholders' support in finding additional community resources (ELCC 4.3).
- Reflect on how this project could create new policies and programs for providing equitable instruction for all students (ELCC 6.3).

STUDENT INFORMATION CARD	
Last Name, First:	Preferred E-mail:
Title or Position:	Alternate E-mail:
Campus/School:	Home Phone #:
District/Place of Employment:	School Phone #:
Home Address:	
Other courses/instructors you are taking this semester:	

What are your hopes for this class?

What would you like to learn about?

What are your concerns for this class?

Anything else: