

SAM HOUSTON STATE UNIVERSITY
SYLLABUS: ASE 578
CURRICULUM PLANNING AND DEVELOPMENT
Spring 2008
January 16 – May 15, 2008

Professor: Dr. Karleen Noake
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COURSE DESCRIPTION:

This course is designed to expand your knowledge of curriculum and instruction along with related issues within the framework of administrative leadership. You will engage in discussions, projects, and activities to stimulate improved effective practices in an effort to better enhance your professional skills as an educational school leader charged with the responsibility of meeting state and federal requirements regarding what shall be taught and what shall be tested in classrooms. Additionally, you will discuss, analyze, and review documents and data typically used to guide public school curriculum as it is currently mandated and presented in the real life settings of schools within our state. Two basic approaches to learning will be utilized. A traditional mastery learning approach will focus on acquiring knowledge of curriculum concepts, history, policy, procedures, and issues. Also, real field-based activities will be introduced to provide students with a broad knowledge of current administrative practices associated with the management and evaluation of curriculum.

COURSE RATIONALE:

This course is consistent with the mission of the University, the College of Education and Applied Sciences, the Department of Educational Leadership and Counseling, and the Educational Leadership Program as follows:

- *The mission of Sam Houston State University is to enable students to become informed, thoughtful, and productive citizens.*
- *The mission of the College of Education and Applied Sciences is to provide students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society.*
- *The mission of the Program of Educational Leadership is to prepare educational leaders for real world challenges and opportunities.*

REQUIRED TEXTS:

Developing The Curriculum, 6th ed. Peter F. Oliva.
Deciding What to Teach and Test, Fenwick English
The Principal Portfolio, Genevieve Brown and Beverly Irby
Publication Manual of the American Psychological Association, 5th ed., American Psychological Association

TEXAS FRAMEWORK FOR PRINCIPAL

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:

- 4.1-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 development processes, legal requirements).
- 4.2-facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- 4.3-facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- 4.4-facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- 4.5-facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- 4.6-facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- 4.7-promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION: STANDARDS FOR ADVANCED PROGRAMS IN EDUCATIONAL LEADERSHIP

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff

2.2-Provide Effective Instructional Program

- 2.2a-Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- 2.2b-Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- 2.2c-Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3-Apply Best Practice to Student Learning

- 2.3a-Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.

IDEA OBJECTIVES:

- Gaining factual knowledge
- Learning fundamental principles, generalizations, or theories
- Learning to *apply* course materials (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

EXPECTATIONS FOR ONLINE COURSEWORK:

1. **Participation:** This course is divided into four modules, each module lasting approximately one month. Students are expected to complete all assignments and participate in all discussions within the designated time frame. This is particularly important for contributions to discussions, as these are designed to facilitate learning from each other. **In the event that you are unable to complete an assignment by the deadline, you are expected to notify me in advance and let me know when you will have the assignment submitted.** Also, students will be expected to demonstrate the ability to work in *collaborative* groups, as evidenced by one of the major assignments. (ELCC 2.3; T 4.2)

It is expected that students read all assigned readings, review all PowerPoint slides, and read/review any other documents that are posted to enhance learning.

2. **Discussions:** Each student is expected to respond to each discussion item and respond to at least one other student's contribution. The discussions provide an avenue for students to learn from one another, as well as from the professor, in an online environment. Please take time to read all contributions in each discussion. Full credit for each discussion item will be dependent on a response to the question and a **meaningful** response to at least one other student's contribution.
3. **Quality of Work:** As a graduate student, it is expected that you will submit formal papers as attachments in Microsoft Word or PowerPoint. Correct grammar, punctuation, spelling, and capitalization is expected in all work. Discussion items simply need to be submitted. These do not need to be submitted in Word as an attachment.

MAJOR ASSIGNMENTS:

In addition to online discussions, there are six major assignments for ASE 578. These include:

- ◆ *Reflections on Readings*
- ◆ *Alignment Assignment (group project)*
- ◆ *Curriculum Issue Project (individual assignment)*
- ◆ *Curriculum Resources from TEA*
- ◆ *Curriculum Articles*
- ◆ *Internship Activities*

Each of these major assignments is described below.

1. **Reflections on Readings:** For each of the four designated readings, students will write a one to two page reflection following the Brown and Irby Reflection Cycle. These will be done in Modules 1, 2, and 3. (ELCC 2.3; T 4.2)
2. **Alignment Assignment:** Students will work in cooperative workgroups consisting of three to four class members. Students will examine **2007 TAKS Demographic Reports** for either Mathematics, Reading/EnglishLanguage Arts, Science or Social Studies in three consecutive grade levels throughout a Texas campus or district. This data will be used as you conduct a curriculum needs assessment which will be used to develop a curriculum action plan of improvement for the campus or district. The action plan should evaluate **three TAKS objectives** for the three consecutive grade levels chosen and align them to the TEKS and the district curriculum scope and sequence. Recommendations for a new scope and sequence, or a new scope and sequence, should be written to reflect the changes. A narrative and action plan, reflecting analysis of the data, recommendations, and the revised scope and sequence will be posted on **April 21** (one copy per group) for review by the class. (ELCC 4.1, 4.2, 4.3; T 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 5.1, 5.8, 5.11) These will be posted in the Discussion Board for viewing by all.

The Alignment Assignment must be done as a group project. Determine who will be in your group of 3-4. Choose one person to be the group contact. He/She should e-mail the names of group members to me at karleen.noake@gmail.com by January 31. If you do not know anyone in the class, e-mail me at karleen.noake@gmail.com by January 31, and I will assign you to a group. Final groups will be posted in an announcement on February 1.

3. **Curriculum Issue Project:** Choose a curriculum issue from the following list to research. **E-mail me your first and second choices for this project by January 31; send to karleen.noake@gmail.com. I will e-mail you your approved topic. This is on a first-come, first served basis. The goal is to have everyone do their project on a different topic.**

Cite references used to gather your information, and include the following information in a PowerPoint presentation (**this is an individual project**). Your presentation will be posted in the Discussion Board so that we may all review and provide feedback on these.
Due Date: March 17, 2008

1. Purpose of the curriculum
2. Programmatic requirements
3. Policy(ies) related to the curriculum
4. Relationship of this curriculum to student learning
5. Programs or best practices that support this curriculum (minimum of two)
6. Challenges associated with implementation of the curriculum
7. The principal's role in implementation of this curriculum
8. Recommendations for improvement in this area

9. Other (reflections, comments, questions, etc.)
(ELCC 5.1; T 4.2, 5.2)

Possible Topics for Curriculum Issue Project:

1. Differentiated Curriculum in the Heterogeneous Classroom
 2. Health and Sexuality Curriculum
 3. Outdoor Learning Curriculum
 4. Multiple Intelligences Curriculum
 5. Emotional Intelligence Curriculum
 6. Gender Equity Curriculum
 7. Evolution/Creationism Curriculum
 8. Multicultural Curriculum
 9. Technology Curriculum
 10. Bilingual Curriculum
 11. ESL Curriculum
 12. Curriculum that Provides for the Success of All Student Groups (You may choose a student group)
 13. Campus Curricular and Extracurricular Programs in Texas
 14. Migrant Student Curriculum
 15. Reading Curriculum: Phonics vs. Whole Language
 16. Mathematics Curriculum
 17. Quality Staff Development Focused on Curriculum
 18. Career and Technology Education (CTE) Curriculum
 19. Advanced Placement Curriculum
 20. Other (as approved)
4. **Curriculum Resources from TEA:** Explore the **Curriculum Portion** of the TEA website (www.tea.state.tx.us). Compile a bulleted list and description of ten things that you learn from this exercise. These will be posted in the Discussion Board so that each of you can learn from one another. **Due Date: April 3, 2008**
 5. **Curriculum Articles:** Read three articles that deal with current issues in curriculum. Include at least one article from *Educational Leadership*, one from a content area journal, and one from another respected journal from the field of education. Write a one-page summary of the article, including an overview of the major ideas and your reflection on why this article is useful to school administrators. Post each article in the Discussion Board for everyone to benefit from your work. **Due Date: May 1, 2008**
 6. **Internship Activities:** All activities will include a **reflection and artifacts** and will be placed in your Principal Portfolio under Standard 2. The **reflections only (no artifacts)** should be submitted to **Assignments** as you complete them, with a final deadline of **May 10**. Please title these with your name and “**Internship #1,**” “**Internship #2,**” etc.

1. Critique the process used at the campus level to assess and modify curriculum on your campus. Address how the principal employs collaborative planning to facilitate curriculum change.
2. Participate in and critique a curriculum-planning meeting at the building or district level.
3. Analyze the process for using information about various student groups in order to improve student achievement at the campus level.
4. Analyze the professional development plan for your district.
5. Describe and critique the process used at the campus for determining the professional development needs of the faculty.

Course Evaluation

While the final grade is the sole judgement of the professor, the following scale will be used as a guide.

Discussion questions—10 points each	160 points
Major Assignment #1: Readings/Reflections (4 reflections—15 points each)	60 points
Major Assignment #2: Alignment Assignment	100 points
Major Assignment #3: Curriculum Issue Project	100 points
Major Assignment #4: Curriculum Resources from TEA	100 points
Major Assignment #5: Article Summaries (3—20 points each)	60 points
<u>Major Assignment #6: Internship Activities</u>	<u>50 points</u>
Total Points	630 points

Grades will be assigned on the following scale:

Discussion Questions	25% of grade
Major Assignments	75% of grade

NOTE: Failure to complete all assignments will result in a decrease in points earned, possibly as much as a full letter grade. The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

The curricula for this course (1) includes knowledge of the literature of the discipline, and (2) student engagement in research and/or appropriate professional practice and training experiences.

SHSU STUDENT GUIDELINES

ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education 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. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” 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.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.html

VISITORS IN THE CLASSROOM

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

ASE 578 Spring 2008

Module 1: January 16 – February 7

Topics: An Historical Overview of Curriculum, Social Reconstructionist Curriculum

Read the following :

1. Oliva textbook, Chapters 1-4
2. English textbook, Chapter 1
3. Article, *Dare Progressive Education Be Progressive?* by George Counts

PowerPoint Slides: Review Module 1 PowerPoint slides

Major Course Assignment #1 (due February 7, 2008)

Reflections on Readings:

Use the Brown and Irby reflection format to write a reflection for each of the following (label each section as shown in the sample):

1. Article, *Dare Progressive Education Be Progressive?* by George Counts
2. Chapter 1, English textbook

Discussion Questions: Post responses to questions 1-3 between January 16 and 28. Post responses to questions 4-6 between January 29 and February 7.

1. Why are there so many different meanings of the word “curriculum?”
2. Why is it important for educators within a district or on a campus to have the same meaning for “curriculum?”
3. Why is the textbook not a curriculum?
4. “What does a principal need to know about curriculum?”
5. “What is the relationship between curriculum and instruction?”
6. “What do I believe about standards (TEKS)-based instruction?”

Major Course Assignment #2 (due April 21, 2008):

Alignment Assignment

Students will work in cooperative workgroups consisting of three to four class members. Students will examine **2007 TAKS Demographic Reports** for either Mathematics, Reading/English Language Arts, Science or Social Studies in three consecutive grade levels throughout a Texas campus or district. This data will be used as you conduct a curriculum needs assessment which will be used to develop a curriculum action plan of improvement for the campus or district. The action plan should evaluate **three TAKS objectives** for the three consecutive grade levels chosen and align them to the TEKS and the district curriculum

scope and sequence. Recommendations for a new scope and sequence, or a new scope and sequence, should be written to reflect the changes. A narrative and action plan, reflecting analysis of the data, recommendations, and the revised scope and sequence will be posted on **April 21** (one copy per group) for review by the class. (ELCC 4.1, 4.2, 4.3; T 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 5.1, 5.8, 5.11)

The Alignment Assignment must be done as a group project. Determine who will be in your group of 3-4. Choose one person to be the group contact. He/She should e-mail me the names of group members to me at karleen.noake@gmail.com by January 31. If you do not know anyone in the class, e-mail me at noakek@uhv.edu by January 31, and I will assign you to a group. Final groups will be posted in an announcement on February 1

Begin your internship activities (MajorCourse Assignment #6). These are due May 10.

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Module 2: February 8 – March 7

Topics: Academic Curriculum, Curriculum Planning: The Human Dimension, The Value of Knowledge of the Academic Curriculum, Evaluating Curriculum, Evaluating Instruction

Read the following:

1. Oliva textbook, Chapters 5-6, 12-13
2. English textbook, Chapter 3

PowerPoint Slides: Review Module 2 PowerPoint slides

Major Course Assignment #1 (due March 7, 2008)

Reflections on Readings:

Use the Brown and Irby reflection format to write a reflection for each of the following (label each section as shown in the sample):

3. Chapter 3, English textbook

Discussion Questions--Post responses to the following between **February 8 and **March 7:****

1. Who should be involved in curriculum planning and revision? Why?
2. Which curriculum model do you like best?
3. Share a positive experience you have had with the evaluation of instruction.
4. Why is it difficult to evaluate curriculum?

Major Course Assignment #3 (due March 17, 2008):

Curriculum Issue Project Choose a curriculum issue from the following list to research. Include the following information in a PowerPoint presentation or a research paper format. Cite references used to gather your information. Post in the Discussion Board. Projects will be graded on the following components:

1. Purpose of the curriculum
2. Programmatic requirements
3. Policy(ies) related to the curriculum
4. Relationship of this curriculum to student learning
5. Programs or best practices that support this curriculum (minimum of two)
6. Challenges associated with implementation of the curriculum
7. The principal's role in implementation of this curriculum
8. Recommendations for improvement in this area
9. Other (reflections, comments, questions, etc.)
 - i. (ELCC 5.1; T 4.2, 5.2)

Possible Topics for Curriculum Issue Project

1. Differentiated Curriculum in the Heterogeneous Classroom
2. Health and Sexuality Curriculum
3. Outdoor Learning Curriculum
4. Multiple Intelligences Curriculum
5. Emotional Intelligence Curriculum
6. Gender Equity Curriculum
7. Evolution/Creationism Curriculum
8. Multicultural Curriculum
9. Technology Curriculum
10. Bilingual Curriculum
11. ESL Curriculum
12. Curriculum that Provides for the Success of All Student Groups (You may choose a student group)
13. Campus Curricular and Extracurricular Programs in Texas
14. Migrant Student Curriculum
15. Reading Curriculum: Phonics vs. Whole Language
16. Mathematics Curriculum

17. Quality Staff Development Focused on Curriculum
18. Career and Technology Education (CTE) Curriculum
19. Advanced Placement Curriculum
20. Other (as approved) Differentiating Curriculum in the Heterogeneous Classroom

**Continue working on your internship activities (Major Course Assignment #6).
These are due May 10.**

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Module 3: March 17 – April 10

Topics: Needs Assessments

Read the following: Oliva textbook, Chapters 7-8
English textbook, Chapter 4

PowerPoint Slides: Review Module 3 PowerPoint slides

Major Course Assignment #1 (due April 10, 2008)

Reflections on Readings:

Use the Brown and Irby reflection format to write a reflection for each of the following (label each section as shown in the sample):

4. Chapter 4, English textbook

Discussion Questions (post responses to the following between March 17 and April 10):

1. Describe the process your district uses to align its curriculum
2. Share 1-2 experiences you have had with changes in curriculum or programs.
3. Curriculum revision brings about changes in instruction. How will you, as a principal, work with those teachers who resist change?

Major Course Assignment #4 (due April 3, 2008):

Curriculum Resources from TEA

- Browse TEA's curriculum website, exploring the **core content areas** (www.tea.state.tx.us).
- List and describe at least 10 facts or resources that you find.
- Share your new learning with the class by posting your list.

**Continue working on your internship activities (Major Course Assignment #6).
These are due May 10.**

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Module 4: April 11 – May 13

Topics: Current issues in curriculum

Read the following: To be posted at a later date

PowerPoint Slides: Review Module 4 PowerPoint slides

Discussion Questions (post responses to the following between April 11 and May 13):

1. Do you support the new 4 x 4 graduation requirements? Defend your position with 2-3 justifications.
2. Is it important for principals to know about compliance regarding curriculum, instruction, assessments, and programs? Why or why not?
3. List the three things that you have learned in this course that you feel will be most beneficial to you when you become a principal.

Major Course Assignment #5 (due May 1, 2008):

Curriculum Articles: Read three articles that deal with current issues in curriculum. Include at least one article from *Educational Leadership*, one from a content area journal, and one from another respected journal from the field of education. Write a one-page summary of the article, including an overview of the major ideas and your reflection on why this article is useful to school administrators. Post each article in the Discussion Board for everyone to benefit from your work.

Complete your internship activities (Major Course Assignment #6). These are due May 10.