

SAM HOUSTON STATE UNIVERSITY
SYLLABUS: ASE 578
CURRICULUM PLANNING AND DEVELOPMENT
Spring Semester 2008
Aldine TRIAD Tuesday Cohort

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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 TEXT:

Oliva, P. F. (2005). *Developing The Curriculum* (6th ed.). Boston, MA: Pearson.
English, F.W. (2000). *Millennium Edition 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

COURSE REQUIREMENTS:

- Participation:** Attendance is required in all class sessions. Participation in all discussions and completion of all activities and assignments by the due date is expected. Also, students will be expected to demonstrate the ability to work in *collaborative* groups. (ELCC 2.3; T 4.2)
- Reflections of Readings:** Students will write a one to two page reflection per reading assignment following the Brown and Irby Reflection Cycle. (ELCC 2.3; T 4.2)
- Alignment Assignment:** Students will form 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 in order to conduct a curriculum needs assessment which will be used to develop a curriculum action plan of improvement for the campus. The action plan should evaluate three TAKS objectives and align them to the TEKS and the district curriculum scope and sequence. A new scope and sequence should be written to reflect the changes. A narrative, action plan and class presentation are also included. Handouts should be given to each class member during presentation. (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)
- Curriculum Issue Paper:** Each student will choose an English Language Learner curriculum issue to research. Approved topics for the paper shall be researched and presented to reflect the student's administrative leadership in order to make recommendations and instructional improvements. Students will be required to present their individual topics to the class and the final product will include a formal paper and an individual presentation to the class. All papers should be double spaced and should follow the American Psychological Association Style Manual (APA), Fifth Edition. Each paper should include recommendations for improved practice that are found in a review of the literature. (10-15 pp.; 10 references minimum). Handouts should be given to each class member. (ELCC 5.1; T 4.2, 5.2)

Internship Activities:

All activities will include a **Brown & Irby Reflection and artifacts which support each activity.** Place these in your Principal Portfolio under Standard 2 after they have been evaluated by the professor.

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. (ELCC 2.2; T 4.2)
2. Participate in and critique a curriculum-planning meeting at the building or district level. (ELCC 2.2; T 4.3)
3. Analyze the process for using information about various student groups in order to improve student achievement at the campus level. (ELCC 1.2; T 7.2)
4. Analyze the professional development plan for your district. (ELCC 2.4; T 6.1)
5. Describe and critique the process used at the campus for determining the professional development needs of the faculty. (ELCC 2.4; T 6.1)
6. Describe how the results of standardized tests (TAKS, SDAA, etc.) are shared with parents and the community. (ELCC 4.1; T 2.1, 2.8)

Final Event:

Present to the class a synthesis of course content that includes the readings, research, class discussions, research papers, and presentations. (ELCC 2.2, 2.3 ; T 4.1, 4.2, 4.3, 4.5)

Course Evaluation

Participation	50 points
Readings/Reflections	50 points
Alignment Assignment	100 points
Curriculum Issue Paper	50 points
Internship Activities	50 points
Final Event	<u>100 points</u>
	Total Points 400 points

All assignments must be completed **on time**. No late work is accepted. Grades will be assigned on the following scale:

360-400	A
359-320	B
319-280	C
<280	F

The professor reserves the right to alter course requirements and/or the class schedule.

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 assignments 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.

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.

ASE 578 Schedule-Spring 2007

Class 1: January 15	<p>Class Orientation <u>An Historical Overview of Curriculum</u> Assignment: Read Chapter 1 (English); Chapters 1 and 2 (Oliva) Read and review PowerPoint presentation in Blackboard Reflect Chapters 1 and 2 (Oliva)-Due: Feb. 26</p>
Class 2: February 26	<p><u>An Historical Overview of Curriculum</u> <u>Curriculum Theory and Philosophy</u> Social Reconstructionist Curriculum Assignment: Read Chapters 4, 5 and 6 (Oliva); Reflect <i>Dare Progressive Education Be Progressive?</i> By George Counts-Due: March 4</p>
Class 3: February 28*	<p><u>Curriculum Theory and Philosophy</u> Humanistic Curriculum Emotional Intelligence and Multiple Intelligence Theories Academic Curriculum Assignment: Read Chapters 3, 12 and 13 (Oliva); Chapter 3 (English) Reflect Chapter 3 (English)-Due: March 4</p>
Class 4: March 4	<p><u>Written Curriculum Alignment</u> Assignment: Read Chapter 7 (Oliva) Reflect Chapter 4 (English)-Due: March 6 Alignment Assignments-Due: March 18</p>
Class 5: March 6*	<p><u>Written Curriculum Alignment</u> Aligning the Curriculum</p>
Class 6: March 18	<p>Presentations of Alignment Assignments <u>The Instructional Leader and Curriculum Change</u> Assignment: Read Chapters 9 and 10 (Oliva)</p>
Class 7: March 20*	<p><u>Current ELL Issues in Curriculum and Instruction</u> Assignment: Reflect <i>Differentiating Instruction-</i> By Scott Willis and Larry Mann-Due March 25</p>
Class 8: March 25	<p><u>The Taught and Tested Curriculum</u> Assignment: Prepare Curriculum Issue Paper and Presentation-Due: March 27</p>
Class 9: March 27*	<p>Presentation of Curriculum Issues Papers</p>
Class 10: April 1	<p><u>Curriculum Change of the Taught and Tested Curriculum</u> Internship Activities Due</p>
April 3-May 13	<p>Prepare for Final Event Presentation on May 13</p>
*Online class presented in Blackboard	

CURRICULUM ISSUE TOPICS

<u>Topic</u>	<u>Student</u>
1. Differentiating Instruction in Heterogeneous Classrooms for the English Language Learner	_____
2. Bilingual Curriculum	_____
3. ESL Curriculum	_____
4. Curriculum for Children of Migrant Workers	_____
5. Outdoor Curriculum for ELL Students	_____
6. Economically Disadvantaged/Advantaged ELL Students	_____
7. Emotional Intelligence Curriculum for ELL Students	_____
8. Gender Equity Issues in ELL Classrooms	_____
9. Evolution/Creationism/Intelligent Design Curriculum for ELL Classrooms	_____
10. Multicultural Curriculum for ELL Students	_____
11. The Impact of Technology on Curriculum and Instruction in ELL Classrooms	_____
12. Parent/Community Involvement for the success of English Language Learners	_____
13. Emotional Intelligence Curriculum for English Language Learners	_____
14. Reading Curriculum for ELL Students including Phonics vs. Whole Language	_____
15. Mathematics Curriculum for ELL Students	_____
16. Quality Curriculum Staff Development for teachers of ELL Students	_____
Any other topic that is approved by the professor	

Alignment Assignment

Subject Evaluated _____

Grades Evaluated _____

Students

1. _____

2. _____

3. _____

4. _____

Alignment Assignment Rubric

Strand	5	10	15	20	25
Needs Assessment	The incorrect objectives and TEKS are identified.		Correct objectives are identified; however, all TEKS are not identified and developed.		Thorough, concise analysis of lowest objectives and TEKS. Clear and complete descriptions with supportive reasoning are included.
Narrative	Several grammar errors Difficulty with syntax and sentence structure Problems with complete thought and miscommunications No reference page Appropriate source credit is not provided		Occasional error in grammar or sentence construction. Thoughts developed, yet sources are unclear.		No grammar or construction errors evident. Thoughts were clearly developed. Complete, accurate reference page and APA usage if references were included.
Action Plan	Action plan did not include all TEKS for each objective and for each grade.		The plan included all TEKS but elements of the action plan were missing.		Complete and thorough action plan that detailed the use of all TEKS for each objective in each grade. A detail description is given for the four elements of the action plan that include: (a) the TEKS and new scope and sequence, (b) person responsible, (c) timeline and (d) resources. All TEKS identified and placed in the curriculum a logical manner.
Presentation	Material is read to the class PowerPoint accompanied the speaker Class members listened attentively Each speaker presented		Material was presented in at least three different ways Material is interestingly presented All speakers participated equally		Multiple modes of presentation that successfully engaged all class members; material is presented knowledgeably; material is interesting, interactive, and all speakers are skillfully integrated.

Total: _____ Comments: _____

Curriculum Issue Paper Rubric

Strand	5	10	15	20	25
Content Analysis	Scant descriptions of issue. Lacks transition or clarity. No recommendations for improved practice. Less than minimum number of references used.		Issues are developed. Contains a Review of the Literature. Minimum descriptions of improved practices offered. Minimum number of references used.		Thorough, concise development of curriculum issue. Contains a thorough topic issue, review of the literature, recommendations for improved practice and summary statements. More than the minimum number of references used.
	1	5	8	10	15
Presentation	PowerPoint provided but no handout given to class members.		Curriculum issue is presented in an interestingly manner. Handout provided.		Multiple modes of presentation that successfully engaged all class members; material is knowledgeable and interesting; and presentation uses interactive techniques that involve all class members.
	1	3	5	8	10
Grammar, Sentence Construction, and APA	Several grammar errors. Difficulty with syntax and sentence structure. Problems with complete thought and miscommunications. No reference page. Appropriate source credit is not provided.		Occasional error in grammar, sentence construction and/or APA. Thoughts developed yet sources are unclear.		No grammar of construction errors evident. No APA errors. Thoughts clearly developed. Complete, accurate reference page. Correct citing of sources.

Total Points: _____

Comments: _____
