

Sam Houston STATE UNIVERSITY

A Member of The Texas State University System

Center for Research and Doctoral Studies in Educational Leadership

ASE 578 CURRICULUM PLANNING AND DEVELOPMENT

COURSE/TITLE: ASE 578 CURRICULUM PLANNING AND DEVELOPMENT
(On-line, Summer I 2008)

COLLEGE: SAM HOUSTON STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

PROFESSOR: Dr. Rowan Ljungdahl

E-MAIL: rljungdahl@trinityisd.net

PHONE: 832-643-1453 (Please leave your name and number where you can be reached).

ELECTRONIC OFFICE HOURS: M – Thur: 11: 00 a.m.- 1:00 p.m..

REQUIRED MATERIALS & TOOLS:

This course will be web-based and field-based. You must be able to access blackboard.
<http://blackboard.shsu.edu/webapps/login>. Additionally, all communications to and from the professor will be through your SHSU email account.

- American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, D.C: American Psychological Association.
- Brown, G., & Irby, B. (1998). *Principal Portfolio*. (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- English, F. (2000). *Deciding What to Teach and Test*. (Millennium ed.). Thousand Oaks, CA; Corwin Press, Inc.
- Oliva, P.F. (2005). *Developing The Curriculum*. (6th ed.). Boston, MA: Pearson Education, Inc.
- Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>

Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word and Powerpoint.

COURSE DESCRIPTION:

This web-enhanced course focuses on leadership for the improvement of instruction and includes current research on school and teaching effectiveness. Students work to transform theories into practical application for instructional supervision and leadership within the school setting. Class will be student driven; the professor will serve as a facilitator and guide in this online course.

Credit 3. (SHSU 2005-07 Graduate Catalog)

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 Science, and the Educational Leadership Program.

- Sam Houston State University's: "...enable its students to become informed, thoughtful, and productive citizens."
- College of Education and Applied Science: "...provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
- Educational Leadership Program: "...to prepare educational leaders for real-world challenges and opportunities."

Students have RESPECT from the College of Education

Responding to the needs of others

Expecting the best for students, faculty, staff and programs

Serving other above self

Planning and promoting quality

Engaging in academic inquiry

Caring for students, faculty and staff

Teaching and leading as a mission that changes lives

EXPECTATIONS:

- Students will participate in online classes.
- Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in a team arrangement to learn what they missed when late or unavoidably absent.
- 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.
- Students will visit the library at SHSU on line to supplement their readings on the various methodologies and will share these accounts during class discussions.
- Students will make postings on blackboard as assigned. This posting should be related to what you are learning in the course or what we have discussed. You may post questions for response. Some of the postings will result from group-led discussions. All responses must have a citation from the textbook.

Assignments are due by 5:00 pm on the due date and will be considered late if emailed to the professor or submitted through Blackboard after the due date. No late assignments will be accepted and no make-up work will be given. Use Blackboard to send all assignments (unless otherwise specified)! You must have a SHSU Email Account (not to be forwarded to other email) [see http://www.shsu.edu/~ucs_www/] and be able to access Blackboard (<http://www.shsu.edu/administrative/training/guides/blackboard.html>) to participate in this class. To successfully complete this course, students must actively use Blackboard minimally twice a week. Failure to actively use Blackboard for any two-week period will result in the student being dropped from the class or failed if after drop deadline.

Send an initial email to me at edu_rtl@shsu.edu to confirm your SHSU Email Account and that you have successfully accessed Blackboard.

Be sure to include your first and last name, section #, and telephone number where you can be reached in case of emergency. Also, please complete the student information card (last page of syllabus).

Below you will find orientation information that should be helpful as you prepare for the course over the next few days. You should read and follow the instructions.

1. Pay for your coursework as soon as possible. Until you have paid, you will not be able to access the course website on Blackboard.
2. Create a SHSU Computer Account by going to www.shsu.edu, and then scroll down the "University Fast Links" until you find Computer Account Creation. Follow the steps there to obtain your username and password. These will be used to access Blackboard and SHSU email. Hereafter, your professor will **ALWAYS** use your **SHSU email address** to initiate contact with you.
3. Go to Blackboard and login. Locate ASE 578 and select the link to the course website.
4. Download and review the syllabus and assignment sheet under Course Documents.
5. Purchase your textbooks. The University Bookstore telephone number is 936-294-1862.

BLACKBOARD DISCUSSION OBJECTIVES:

- Form Cooperative Learning Groups (CLG) to facilitate learning for chapter readings
 - There will be 4 groups of 4 members. Each group must lead the class in discussions/activities for their assigned week.
 - Provide focus questions or topic for discussion for assigned chapter
 - Each student must post to 3 different members per week. (Course statistics will be tracked)
- Opportunity for students to share ideas and experiences with others whose background and viewpoints differ from their own
- Opportunity for peer assistance to help each other understand ideas or concepts
- Use professional language during discussions

ASSIGNMENTS OBJECTIVES

- Opportunity to stay up to date in their work by using a variety of resources (Field-based assignments, interviews, internet research, analyzing curriculum, etc)
- Opportunity for students to extend their intellectual effort beyond that which is required by most courses (NCLB requirements, second language learners, parent involvement, paraprofessional, staff development, interviews, etc)
- Related to real life situations (Major project, weekly assignments, on line discussion).

STUDENT/INSTRUCTOR INTERACTION/COMMUNICATION OBJECTIVES:

- Display a personal interest in students and their learning
- Assist students in ways to find answers to their own questions
- Provide feedback of academic performance
- Clarify course material
- Share ideas about the course content
- Provide timely and frequent feedback
- Provide student-faculty interaction via email, phone calls, etc.

Please adhere to proper protocol. As listed on the first page of this syllabus, my electronic office hours are M-F from 11:00 a.m. to 1:00 p.m. Any questions or concerns relating to this course need to be directly addressed with me through email or telephone.

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:

1. Gain factual knowledge
2. Learn fundamental principals, generalizations or theories
3. Learn to apply course material
4. Develop specific skills, competencies, and points of view needed by professionals in the field.

PROGRAM STANDARDS: TEXES, NCATE, IDEA, AND PRINCIPAL STANDARDS AS ALIGNED BY EDL AT SAM HOUSTON STATE UNIVERSITY

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): <http://www.tepsa.org/SC/PrincipalStandards.pdf>

STATUTORY AUTHORITY: Texas Education Code, Chapter 21, Subchapter B, Certification of Educators.
<http://www.tea.state.tx.us/sboe/schedule/9809/ch241-ltr.html>.

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 exam 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 readings, discussion, case study, applied research, and field-based experiences all in an online environment.

SHSU POLICIES (see also: <http://www.shsu.edu/syllabus/>):

Academic Honesty: 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. Academic work submitted by you (such as papers, assignments, reports, test) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources. Violation of these academic standards may result in removal of failure. Academy Policy Statement 810213. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Attendance is taken for all class meetings. Please notify me in advance if you will be absent or tardy. According to the university policy, regular and punctual class attendance is expected of each student at SHSU. It is expected that each faculty member will keep a record of student attendance. Each faculty member will announce to his/her classes the policies for accepting late work [*stated above*]. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. A student shall not be penalized for three or fewer hours of absences [*one class period*] when examinations or other assigned class work have not been missed; however, a student may be penalized for more than three hours of absences at the discretion of the instructor. Academic Policy Statement 800401

(Refer to Expectation and Performance and Assessment Section of the Syllabus)

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Dropping the Class/Withdrawing from the University: If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course.

Academic Policy Statement 990407. If a student resigns between the 1st class day and the 12th class day (4th class day in the summer) no record of the resignation will appear on the student's academic record. If a student resigns after the 12th class day (4th class day in summer) but before mid-semester, a record of the resignation will appear on the student's academic record. If a student resigns after eight weeks in the fall or spring or after the first two weeks of a summer session the mark of WP (withdrew passing) or WF (withdrew failing) will be recorded on the student's academic record for each course for which the student was enrolled. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

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 Disability 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

University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. Also see http://www.shsu.edu/~vaf_www/aps/stualpha.html

The Sam Houston Writing Center provides one-on-one help with your writing assignments. The Center is open from 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 3 p.m. Friday, and 2-7 p.m. on Sunday. Currently, we are located in Wilson 114. Look for signs on campus announcing our new location in Farrington 111, when we are open in that location. It is not necessary to schedule an appointment; however, you may call 936-294-3680, twenty-four hours in advance to schedule one.

Blackboard= BB
Discussion Board= DB
Reflection= R

Let's get started by posting an introduction of yourself on the Discussion Board (DB) on Blackboard (BB).

(Practice) Written Reflection: Describe the role you have played in curriculum planning on your campus/district. Present your reflection using the Brown & Irby Cycle format (p. 34). Blackboard using the assignment link. Please use Microsoft Word 2005 or earlier for all written assignments. (All reflections must be completed in this format when submitted or they will not be accepted, thereby receiving a grade of zero [0])

Get ready for the course by taking care of these tasks/activities:

1. Review entire Syllabus
2. Go to the "Masters Degree in Instructional Leadership" webpage at http://www.shsu.edu/~elc_mii/ and make sure you set up your email account and get acclimated to Blackboard by clicking on [How to Setup your E-mail Account](#) and [Blackboard Tutorial](#) on that page.
3. Acquire textbooks.
4. In Blackboard (**BB**), locate the following items:
 - a. Announcements,
 - b. Course Information,
 - c. Course Documents,
 - d. Discussion Board, (**DB**)
 - e. Assignments
 - f. Communication
5. In "Tools" locate the Gradebook. You will use this to view your personal grade information after assignments have been submitted and graded.
6. Academic Writing & APA, 5th edition (style manual used in College of Education), sentence, paragraph, pre-writing, APA and helpful sites Review:
<http://owl.english.purdue.edu/owl/resource/560/01/>, citing references:
<http://www.lib.usm.edu/research/guides/apa.html>
7. Review the Standards for Advanced Programs in Educational Leadership found at http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf
8. Learn about hyperlinks at: <http://rci.rutgers.edu/~routledg/powerpoint/19cd.htm>

Class Introductions

9. Introduction of self. Post a Home Page. You must attach your picture, biography, introduction, and favorite websites.
10. Complete the attached Student Information Card and email to edu_rtl@shsu.edu to confirm your SHSU email account. The student Information Card is the last page of this syllabus.
11. Post messages to four class members. Introduce yourself to each other because this will serve as your Cooperative Learning Group (CLG). Please make sure you all are communicating on a regular basis. Create a group name that captures a theme that members have in common. (One group member needs to email the group's name and member names to the professor). Explore group tools available in BB.

- Class 1: June 2 **Class Orientation**
An Historical Overview of Curriculum
Curriculum Theory and Philosophy-Social Reconstructionist
Curriculum
Assignments:
1. Read/Discuss Chapter 1 (English); (**Blackboard/Discussion Board**)
2. **Reflection** Chapters 1 and 2 (Oliva)-**Due: June 6**
(Assignment link)
- Class 2: June 6 **Curriculum Theory and Philosophy- Humanistic Curriculum and**
Academic Curriculum
Reflection Chapters 1 and 2 (Oliva)
- Assignments:**
1. Read/Discuss Chapter 5 and 6 (Oliva); (**BB/DB**)
2. **Reflection** *Dare Progressive Education Be Progressive?* By
George Counts at
<http://courses.wccnet.edu/~palay/cls2002/counts.htm>
Due: June 9
- Class 3: June 9 **Curriculum Alignment-The Written Curriculum**
(DDB- Reflection *Dare Progressive Education Be Progressive?*
By George Counts
- Assignments:**
1. Read/Discuss Chapters 3 and 4 (Oliva) (**BB/DB**)
2. **Reflection** Chapter 3 (English)-**Due June 13**
- Class 4: June 13 **The Instructional Leader and Curriculum Change**
Reflection Chapter 3 (English)
- Assignments:**
1. Read/Discuss Chapters 9 and 10 (Oliva) (**BB/DB**)
2. Prepare Alignment Assignments-**Due June 16**
- Class 5: June 16 **Curriculum Alignment-The Written Curriculum**
(Turn in Alignment Assignment)
- Assignments:**
1. Read/Discuss Chapters 14 and 15 (Oliva) (**BB/DB**)
2. **Reflection** *Interpreting and Aligning National, State and Local*
Standards- By Lynn Erickson-**Due June 20**
3. Internship Activities-**Due June 20**

Class 6: June 20 **Current Issues in Curriculum and Instruction**
Vocational Education, Bilingual Education and Multicultural Curriculum
The Taught and Tested Curriculum
TEKS and TAKS-Taught and Tested
(Turn in Internship Activities)
(Reflection) *Interpreting and Aligning National, State and Local Standards-* By Lynn Erickson

Assignment:

1. Prepare Curriculum Issue Paper Presentations-**Due June 23**

Class 7: June 23 Turn in **Curriculum Issues Paper**

Assignment:

1. Prepare Final Event-**Due June 30**

Class 8: June 27 **Summer Educational Leadership Conference-Region VI**
Educational Service Center in Huntsville, Texas 7:45-2:00
Registration information:
http://www.shsu.edu/~edu_elc/leadership/documents/Leadership%20Conference/index.htm

Assignments:

1. **Reflection** of Conference Experience-**Due June 30 (DDB)**

Class 9: June 30 1. **Final Event:** A Synthesis of ASE 578-An individual PowerPoint presentation of course content
2. **Reflection** of Conference Experience

Select a group to work on the Alignment Assignment

(There will be 4 groups of 4 members)

You may select your own members once everyone posts their introductions and they are read. If you still need assistance, I will help place members.

Select a topic and email me. First come basis.

CURRICULUM ISSUES AND TOPICS

<u>Topic</u>	<u>Student</u>
1. Differentiating Curriculum in the Heterogeneous Classroom	_____
2. The impact of IDEA and NCLB On Curriculum	_____
3. Components and benefits of a District-Aligned Curriculum	_____
4. Health and Sexuality Curriculum	_____
5. Outdoor Curriculum	_____
6. Multiple Intelligences Curriculum	_____
7. Emotional Intelligence Curriculum	_____
8. Gender Equity Curriculum Issues	_____
9. Evolution/Creationism Curriculum	_____
10. Multicultural Curriculum	_____
11. The Impact of Technology on Curriculum and Instruction	_____
12. Bilingual Curriculum	_____
13. ESL Curriculum	_____
14. Curriculum that Provides for the Success of All Student Groups	_____

15. Effective Coordination of
Campus Curricular,
Co-Curricular, and
Extracurricular
programs in Texas
(including state law)

16. Migrant Student Curriculum

17. Reading Curriculum:
Phonics vs. Whole Language

18. Mathematics Curriculum

19. Quality Curriculum Staff
Development

Alignment Assignment

Subject_____

Grades_____

Students

1. _____

2. _____

3. _____

4. _____

COURSE REQUIREMENTS:

- Participation:** Attendance is required in all class sessions. Participation in all discussions and on time completion of all activities and assignments is expected. Also, students will be expected to demonstrate the ability to work in *collaborative* groups. (ELCC 2.3; T 4.2)
- Reflections:** 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 data for either Mathematics, Reading/English Language Arts, Science or Social Studies in three consecutive grade levels throughout a Texas school or district in order to conduct a curriculum needs assessment which will be used to develop a curriculum action plan of improvement for the district. The action plan should evaluate three to five TAKS objectives and align them to the TEKS. The district curriculum scope and sequence should be re-written based on the TAKS data to improve student achievement. A narrative, action plan and class presentation are also included. Handouts should be given to each class member. (ELCC 2.1, 2.2, 2.3; 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 a 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. The final product will include a formal paper and an individual presentation to the class including a handout for each student. All papers should be double spaced and should follow the American Psychological Association Style Manual (APA), Fifth Edition. Each paper should include a topic issue, review of literature, recommendations for improved practice, and summary statements (7-15 pp.; 10 references **minimum**) (ELCC 2.1; T 4.2, 5.2)
- Internship Activities:** All activities will include a **reflection and artifacts** for each activity. They should also be placed in your Principal Portfolio under Standard 2.
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. Place in Academic Portfolio under Standard 2.

2. Participate in and critique a curriculum-planning meeting at the building or district level. Place in Academic Portfolio under Standard 2.
3. Analyze the process for using information about various student groups in order to improve student achievement at the campus level. Place in Academic Portfolio under Standard 2.
4. Analyze the professional development plan for your district. Place in Academic Portfolio under Standard 2.
5. Describe and critique the process used at the campus for determining the professional development needs of the faculty. Place in Academic Portfolio under Standard 2.
6. Describe how the results of standardized tests are shared with the parents and the community. Place in Academic Portfolio under Standard 2.

Final Event:

Present to the class a synthesis of course content that includes the readings, research, class discussions, research papers, and presentations.

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, unless appropriate cause is shown and approved in advance by the professor. 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 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).

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. Correct usage of APA Style including correct citing of sources. Thoughts were clearly developed. Complete, accurate reference page was provided using additional references.
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 activity, (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 _____

Comments: _____

Assessment and Summative Evaluation of Learning Objectives

The instructor will assign the final grade based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus).

Grading Scale

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills.

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. Most graduate students demonstrate proficiency related to the course objectives and earn Bs.

C or F= Failure to meet Standards

Course objectives will be assessed using discussions, research proposal, research activities, and written homework assignments.

Written work should:

- be clear, well organized, and concise.
- be free from grammatical and spelling errors.
- be Typed (12 point) and double space with 1 inch margins on left and right, with name, date, course, and assignment #. Paginate with page number in upper right hand corner.
- demonstrate a thorough analysis.
- include supporting evidence from course readings and additional resources (citations must be provided).
- adhere to the conventions delineated in the 5th Edition of the APA Manual, including the use of bias-free language.

Scoring Guidelines:

Assessment	Meets Expectations B-level work	Exceeds Expectations A-level work (Quality & Quantity)	Below Expectations C or F
Written Reflections & Written Assignments	Written work follows the Brown & Irby model and uses appropriate format & labels. The work is well-edited and contains fewer than 3 errors. The writer uses information from at least 2 artifacts. APA style is used to cite references with few errors.	In addition, the work is error-free. The text is clean and polished. Strong conventions increase readability. Precise language presents a clear message. The discussion connects a variety of concepts which demonstrate an advanced understanding and level of thought. The writer expands ideas, capitalizing on a variety of artifacts.	Activity less than meets expectations. The author has disjointed ideas. Errors are frequent and distracting. The reader must pause to understand text. The paper reads like a first draft. The writer struggles with limited vocabulary and words are used incorrectly.
On-line Discussion Board	Frequent log-in (every other day) with Discussion Board. Comments are supportive to classmates. Comments show evidence of reading and application of assignments & concepts.	Daily log-in and interaction is evident. Comments are supportive & encouraging. Comments show evidence, synthesis, and evaluation of concepts.	Less than meets expectations
Class Attendance & Participation	Participates in all or most BB discussions. Submits all work on time. Prepares by completing almost all minor assignments.	Participates in all BB discussions. Prepares by completing all assignments and adds to work with evidence of independent study beyond normal assignments.	Less than meets expectations

Student Information Card

Last Name:

First Name

Home Phone Number:

Cell Phone Number:

SHSU Email Address:

Alternate E-mail Address:

Preferred Email Address:

Workplace (i.e. school & district):

Position:

Day Phone Number:

Alternate Phone Number:

In the event of an emergency that would occur during class time, who should be contacted?

Name

Number to reach contact during this class time

A Few Questions please.....

Are you taking any face-to-face (on ground) classes during Summer I? If so, what day(s)?

(Chat room or virtual classrooms will be added based on this information)Either an email will be sent or it will be posted under Course Announcements.

When is the last day of instruction for Summer School on your campus/district?

Something that I'd like to happen in this class....

Something that I hope doesn't happen in this class is . . .

Something that really bugs me is when the professor . . .

Something that I really appreciate is when the professor . . .

Also, I want to share that . . .