

Sam Houston STATE UNIVERSITY

ASE 578.02 CURRICULUM PLANNING AND DEVELOPMENT SPRING 2008

COURSE/TITLE: ASE 578.02 CURRICULUM PLANNING AND DEVELOPMENT
COLLEGE: SAM HOUSTON STATE UNIVERSITY
DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

PROFESSOR: DR. LINDA SCOTT

OFFICE PHONE: 281-985-6414
(Please leave your name and number where you can be reached).

OFFICE HOURS: By appointment.

FAX#: 281-985-6444

E-MAIL: LScott2@aldine.k12.tx.us

REQUIRED MATERIALS:

This course will be web-based and field-based. You must be able to access blackboard.

<http://blackboard.shsu.edu/webapps/login>.

Oliva, P.F. (2005). *Developing the Curriculum* (6th ed.). New York: Longman Publishers.

English, F. W. (2000). *Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum*.

Brown, G.H., & Irby, B. (2001). *The Principal's Portfolio* (2nd ed.) .Thousand Oaks, CA: Corwin Press.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

SUPPLEMENTAL MATERIALS:

Supplemental readings, links, etc, will be added as deemed necessary under course documents to help clarify or supplement the reading assignments.

COURSE DESCRIPTION:

This course is designed for the study of underlying philosophy, research, and development of curriculum including 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. Following an overview of several major curricular theorists and approaches, the assignments provide guided field-based practice in curriculum development, research and alignment. Class will be student driven; the professor will serve as a facilitator and guide in this course.

EXPECTATIONS:

- Students will participate in all class discussions and complete all assignments.
- 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.

COURSE REQUIREMENTS:

PARTICIPATION: Attendance is required, please see the class calendar. Participation in all discussions, activities, and assignments is expected. In addition, students will be expected to demonstrate the ability to work in collaborative groups. Failure to participate will result in a loss of points and or dropped from the course.(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, ELCC 2.3)

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: 4.2, 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4, ELCC 2.3;)

READINGS: Students will be prepared to answer the following questions based on the reading assignment:

1. What key points are made by the author?
2. What issues or concerns does the information generate?
3. How may I use this information in my role as educational leader in curriculum planning, implementation and evaluation?

Evaluation of the student readings may include any or all of the following:

1. One-page reflection following the Reflection Cycle as illustrated in Brown & Irby.
2. Written response to discussion questions.

(Tx. Principal Standards: 4.2, 6.1- 6.5, 7.1-7.8; NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4, ELCC 2.3)

PERFORMANCE AND ASSESSMENT: The students’ performance of knowledge and skills as set forth in the attached schedule must be at an 80% level or better to assure successful completion of the course

Assignments are due on the assigned date. More than one class absence may result in a reduced participation grade.

ASSIGNMENTS OBJECTIVES

- Opportunity for students 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.

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.

IDEA objectives for this course: <http://www.idea.ksu.edu/>

1. Gaining factual knowledge
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

NCATE online P. 12: <http://www.ncate.org/standard/new%20program%20standards/elcc.pdf>

ASE 578.02 CURRICULUM PLANNING AND DEVELOPMENT SPRING 2008

Course Outline and Assignments

Topic/Date	Assignments Field-based Component/Reflections	Knowledge & Skills/ Standards	IDEA Objectives
Week #1 & #2 January 17 January 24 <ul style="list-style-type: none"> Read Chapter 1- Curriculum and Instruction Defined 	Syllabus – Course Information Getting Ready for the Course: Acquire textbooks Begin readings Please bring materials to each class. Additionally, you may be asked to locate articles, readings, and excerpts using the internet and the library. Some classes may require interaction on Blackboard.	Wk #1: NCATE: 1.6, 2.4,7.4,, TExES I.3.i, I.3.f, I.3.g Wk #2: NCATE 7.4, TExES I.3.i	1 Gaining factual knowledge 2. Learning fundamental principles, generalizations, or theories
Week #3 January 31 <ul style="list-style-type: none"> Read Chapter 2 – Principles of Curriculum Development Read Chapter 3 – Curriculum Planning: A Multilevel, Multisector Process Use Brown and Irby Reflection Cycle 	Assignment #1: Write a 1 page reflection Participate in and critique a curriculum planning meeting at the building or district level. What does the school district's organizational plan look like? Is it effective? What changes would you recommend? Internship Activity: Place in notebook under Standard 4	NCATE 3.4, 3.5; TExES II.4.c, 4.3 ELCC 2.2	3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
Week #4 February 7 <ul style="list-style-type: none"> Read Chapter 4 – Curriculum Planning: The Human Dimension Use Brown and Irby Reflection Cycle 	Assignment #2: Write 1-2 pages Interview the campus principal or designee in charge of curriculum implementation. Critique the process used at the campus level to assess and modify the curriculum for Second language learners or special education students, including how the principal employs collaborative planning processes to facilitate change. Internship Activity: Place in notebook under Standard 4.	NCATE 1.3, 3.1-3.6; TExES II.4.a, II.4.c, II.7.c, 4.2 ELCC 2.2	3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
Week #5 February 14 <ul style="list-style-type: none"> Read Chapter 7 – Needs Assessment Use Brown and Irby Reflection Cycle 	Assignment #3: 1 page reflection and 1 artifact Analyze the professional development plan for the district. Internship Activity: Place in notebook under Standard 4 Read Chapter 4 (English) – Write a 1 page reflection.	ELCC 2.4, TExES 6.1	1. Gaining factual knowledge 3.Learning to apply course material 4.Developing specific skills, competencies, and points of view

			needed by professionals in the field most closely related to this course.
<p>Week # 6 February 21</p> <ul style="list-style-type: none"> • Read Chapter 11 – Selecting and Implementing Strategies of Instruction • Use Brown and Irby Reflection Cycle 	<p>Assignment #4 – 1 -2 pages and 1 artifact Describe and critique the process used at the campus level for determining the professional development needs</p> <p>Internship Activity: Place in notebook under Standard 4</p>	<p>ELCC 2.4, TExES 6.1</p>	<p>IDEA 1, 2, 3, 4 3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>
<p>Week #7 February 28</p> <ul style="list-style-type: none"> • Read Chapter 6 – Philosophy and Aims of Education 		<p>NCATE 1.7, 2.3, 7.4, 1.6, 2.4 11.5 TExES I.3.b-e, I.3.h, I.3.i, I.3.f, I.3.g</p>	<p>3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>
<p>Week #8 March 6</p> <ul style="list-style-type: none"> • Read Chapter 12 Evaluating Instruction • Read Chapter 13 Evaluating the Curriculum 	<p>Chapter 3 (English)</p>	<p>Tx Principal standard 6.1-6.5; NCATE: 1.1-1.8, 2.1-2..3,3.1-3.3</p>	<p>IDEA 1, 2, 3, 4</p>
<p>3/10-3/14</p>	<ul style="list-style-type: none"> • SHSU SPRING BREAK 		
<p>Week #9 March 17-21</p>	<p>Work on Curriculum Issues Paper/Ppt Aldine ISD Spring Break March 17-21</p>		
<p>Week #10 March 27</p> <p>NSTA/Presenter Boston</p>	<p>Work on Alignment Project</p>		
<p>Week # 11 April 3</p> <ul style="list-style-type: none"> • Curriculum Issue Paper & Ppt due 	<ul style="list-style-type: none"> • Present Curriculum Issue Powerpoint Presentation to class (present as if presenting to school board • Turn in your Curriculum Issue Paper (MUST follow APA 5th Edition). 		

<p>Week # 12 April 10</p> <ul style="list-style-type: none"> • Read Chapter 5 – Models for Curriculum • Development <p>Read Chapter 8 – Curriculum Goals and Objectives</p>		<p>NCATE 2.1,2.2,2.4 TExES II.7.b</p> <p>NCATE 2.1,2.2,2.4 TExES II.7.b</p>	<p>1. Gaining factual knowledge 3.Learning to apply course material</p> <p>1. Gaining factual knowledge 3.Learning to apply course material</p>
<p>Week # 13 April 17</p> <ul style="list-style-type: none"> • Read Chapter 10 – Instructional Goals and Objectives • Use Brown and Irby Reflection Cycle 	<ul style="list-style-type: none"> • Assignment #5 Write a 1 page reflection and 1 artifact • Analyze the process for using information on various student groups to improve student achievement at the campus <p>Internship Activity: Place in notebook under Standard 4</p>	<p>ELCC 1.2, TExES 7.2</p>	<p>3.Learning to apply course material</p>
<p>Week #14 April 24</p> <ul style="list-style-type: none"> • Read Chapter 15 Issues in Curriculum Development • Use Brown and Irby Reflection Cycle 	<p>Assignment #6: Write a 1 page reflection and 1 artifact</p> <p>Decribe how the results of standardized tests (TAKS, TAKS M, etc) are shared with parents and the community.</p> <p>Internship Activity: Place in notebook under Standard 4</p>	<p>ELCC 4.1, TExES 2.1, 2.8</p>	<p>1. Gaining factual knowledge</p>
<p>Week # 15 May 1</p>	<p>Present Alignment Projects</p>		
<p>Week # 16 May 8</p>	<p>Present Alignment Projects</p>		
<p>Week #17 May 15</p> <ul style="list-style-type: none"> • Final exam 		<p>(Tx. Principal Standards: 6.1-6.5, 7.1,7.4,7.7,7.8; NCATE Standards: 1.1-1.4,1.6, 1.7, 11.5 2.1-2.4, 3.1-3.3; 3.6, 3.8,4.1, 4.3, 4.4,5.4, 5.5, 6.1 6.2,7.4, 9.3 10.3, 10.4; TExES I.1.d,i,j; I.3.a,f,g,h; II.6a, I.2.g-h</p>	<p>3.Learning to apply course material</p>

Curriculum Issue Paper: DUE April 3 GROUP PROJECT

Approved topics for the paper shall be researched and presented to reflect the student's administrative leadership to make recommendations and instructional improvements. Students will be required to present their group topic to the class via a powerpoint presentation. **All papers should be double spaced and should follow the APA, 5th edition.** Each paper should include a topic issue, review of literature, recommendations for improved practice, and summary statements (5-10 pages minimum; 10 references minimum). ELCC 5.2; T4.2, 5.2)

Choose a curriculum issue from the following list to research.

Include the following information in a PowerPoint presentation and research paper format.

Please label your each section of your paper with the sections below.

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 (data, tables, graphs, etc)
10. References: Minimum of ten. (ELCC 5.1; T 4.2, 5.2)

Before you turn in your paper to the professor you must have the SHSU writing center look at your paper. Here is the link: <http://www.shsu.edu/~wctr/student/>. You can turn it in online or you can go to the campus. They will send me a report that they have read your paper. Please give them a reasonable amount of time before the deadline. The group paper needs to be submitted by the group leader.

In addition, papers will be submitted to [Turnitin](#) to check originality. This system compares the document with online sources, and the [Turnitin](#) database. [Turnitin](#) then scores the paper for originality.

CURRICULUM ISSUES: RESEARCH TOPICS LIST	Group Members
1. Differentiating Curriculum in the Heterogeneous Class	
2. Impact of IDEA and NCLB on Curriculum	
3. Multiple Intelligences Curriculum	
4. Gender Equity Curriculum Issues	
5. Multicultural Curriculum	
6. Impact of Technology on Curriculum and Instruction	
7. Bilingual Curriculum	
8. Curriculum Transitioning Issues from Elementary to Intermediate, etc.	
9. Curriculum that Provides for the Success of All Student Groups	
10. Utilizing Cooperative Learning Groups in Secondary Schools	
11. Integrating the Curriculum: How?	
12. Effective and Quality Staff development	
13. Science Curriculum	
14. Reading Curriculum: Phonics vs Whole Language	
15. Small Learning Communities	
16. Professional Learning Communities: Impact on Curriculum	

Curriculum Alignment Project: Due May 1 Group Assignment

The curriculum alignment project measures the students' abilities to collect, analyze, and use student performance data to determine areas of improvement in the school. Students will form cooperative workgroups of two or three class members. Participation of all team members must be evident.

I. Analysis of State Accountability Data Reports

Examine state assessment data such as the campus' Texas Assessment of Knowledge and Skills (TAKS) Demographic Summary Report and the Academic Excellence Indicator System report from to determine areas of student performance in need of improvement (ELCC 2.3). 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 three consecutive grade levels. The candidates will display selected data in graphic form. They will highlight the emerging patterns and trends of the data (ELCC 2.2). Note: Analysis of data must be accurate and clearly stated.

II. Curriculum Needs Assessment

Review selected district curriculum documents to determine the objectives' alignment with the lowest performing areas for an identified subject and grade level. (ELCC 2.2) 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 (ELCC 1.1).

III. Curriculum Action Plan

Develop a curriculum action plan for improving student performance in the targeted areas, about three to five TAKS objectives aligned to the TEKS and the district curriculum scope and sequence (ELCC 1.3). 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 (ELCC 2.2). 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 (ELCC 2.3). The candidates will also describe procedures for soliciting and sustaining community support for the vision of the action plan (ELCC 1.5). Note: Action plan must be detailed and convey an understanding of curriculum, instruction, and assessment.

IV. Summary Presentation

Present the project to the class via powerpoint as if presenting to the school board, community members, school officials, and other stakeholders of the school (ELCC 1.4). During the presentation, solicit the stakeholders' support in finding additional community resources for the project (ELCC 4.3). Conclude the presentation with your thoughts on how the project could create new policies and programs for providing equitable instruction for all students (ELCC 6.3). Note: Presentation must convey a relationship among curriculum, instruction, and assessment.

Internship Assignments for Principal Portfolio: Individual Assignments

You will need a one page reflection **and** an artifact for assignments 1-6. These are to be placed in your Principal Portfolio. Submit only the reflection to the assignment section.

- Assignment #1 – Due January 31
- Assignment #2 – Due February 7
- Assignment #3 – Due February 14
- Assignment #4 - Due February 21
- Assignment #5 - Due April 17
- Assignment #6 - Due April 24

Course Grades/Requirements:

A. Four major assessments will be evaluated. The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus, section II) as measured by these assessments.

Assessment #1 Homework Assignments (Internship Assignments, Readings, Internet Searches)

Assessment #2 Curriculum Alignment Project

Assessment #3 Curriculum Issue Project

Assessment #4 Final Exam

Assessment #5 Graduate student dispositions, class attendance, and participation

B. 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 earning passing grades on assessments.

C = Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. “C” work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F = Failure to meet Standards

Assessment	Exceeds Expectations A-level work (Quality & Quantity)	Meets Expectations B-level work	Inconsistent Performance C or F-level work
Homework: Internship Assignments, Readings, Internet Searches, etc.	All assignments are submitted on time. The text is clean and polished. The work demonstrates application of concepts learned in class on independent study.	The work contains more than 3 errors. The work demonstrates application of concepts learned in class.	Activity less than meets expectations. The author has disjointed ideas. Errors are frequent and distracting.
Curriculum Alignment Project	Complete and thorough action plan details TEKS for each objective in each grade. In addition to the four elements, the plan is articulate and easy to understand. All components are included and discussed in presentation and report.	Action plan is sufficient but may lack detail in parts. Description is given for the four elements of the action plan and all components are included in report and presentation.	All components were not described. Errors were frequent and distracting. Sources were not credited.
Curriculum Issue Project	Topic selected includes a thorough review of literature, recommendations for improved practice and summary statements reflect course concepts. Ten required points are thoroughly addressed.	Topic selected includes a sufficient review of literature, recommendations for improved practice and summary statements somewhat reflect course concepts. Ten required points are sufficient but may lack detail.	All components were not address. Errors were frequent and distracting. Sources were not credited.
Final Exam	Student shows evidence of advanced thought and application of course concepts.	Student completes task with an acceptable level of accuracy.	Work shows limited thought and effort. Applications tend to be superficial.
Graduate student dispositions & synthesis of content	Attends all classes. Prepares by completing all assignments and adds to work with evidence of independent study beyond normal assignments.	Attends all or almost all classes. Submits all work on time. Prepares by completing almost all weekly assignments.	Less than meets expectations

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).

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

Absences on Religious Holy Days Policy

GENERAL

1.01 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. 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.

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

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

What is your current Philosophy of Teaching, Learning, Curriculum and Evaluation?

What are your hopes for this class?

What are your concerns for this class?

Anything else:

Condensed Version of

**Curriculum Alignment Project: Due May 1
Group Assignment**

Students will form cooperative workgroups of two or three class members.

Students will examine 2007 TAKS data by objective 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 should *evaluate three to five TAKS objectives and align them to TEKS and the district curriculum scope and sequence*. Also include a *narrative, action plan and class presentation*. (ELCC 4.1-4.3; T4.1-4.7, 5.1, 5.8, 5.11).