

ASE 578 CURRICULUM PLANNING
Summer II 2008

INSTRUCTOR

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COURSE DESCRIPTION

Develop effective leadership strategies to improve student achievement through curriculum, instruction, and assessment.

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

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)

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/English Language 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)

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	80 points
Curriculum Development Design	25 points
Curriculum Work Plan	25 points
Alignment Assignment	100 points
Change Strategy	25 points
Internship Activities	60 points
Final Event	<u>100 points</u>
Total Points	415 points

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

378-415	A
344-377	B
313-343	C
<312	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

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.

COURSE OUTLINE
ASE 578 Summer II 2008

SESSION 1 Tuesday, July 8, 2008 The Concept of Curriculum

Part I

Describe the curriculum planning process

- Define curriculum
- Describe the various interpretations of curriculum
- Differentiate the levels of curriculum planning

Part II

Describe the models of curriculum development

- Discuss specifically: Tyler, Taba, Saylor, Alexander and Lewis, and Olivia

Describe the basic curriculum planning steps

- Describe the various steps necessary in the conceptual plan.

PRODUCT: *A sketch of the design for curriculum development; oh, and by the end of class.*

Assignment: *Read A Template for Curriculum Construction.*

Begin Curriculum Analysis Project

Read: Olivia, Chs 6, 7, 8, 9, 10

SESSION 2 Thursday, July 10, 2008 Influences on the Curriculum Process and the Design Process

Part I

- Argue the point of public schooling.
- Describe the historical contributors to curriculum and describe their foundational components.
- Explain the relationship of curriculum within the components of an instructional delivery system

Part II

Analyze the relationship of curriculum at the district level to the campus level.

- Define curriculum, curriculum design, and curriculum delivery.
- Model the impact of articulation and coordination.
- Explain the relationship of campus curriculum to the campus level.

Part III

Use the steps of curriculum develop to provide for the development of curriculum

- Compare Olivia's work plan with the suggestions of English in *A Template for Curriculum Construction*.

PRODUCT: *A design for curriculum development.*

Assignment: *Review A Template for Curriculum Construction*

Begin Curriculum Work Plan

Read: Olivia, Chs 6, 7, 8, 9, 10

SESSION 3 Friday, July 11, 2008 The Curriculum Work Plan

Using the process for a work plan, create a complete curriculum work plan that will develop curriculum from the district level to the classroom.

PRODUCT: *A work plan for district curriculum development.*

Assignment: Review the TEA website at:

http://www.tea.state.tx.us/perfreport/aeis/2007/index.html	AEIS
http://www.tea.state.tx.us/rules/tac/chapter074/index.html	TAC
http://www.tea.state.tx.us/curriculum/Chap74.htm	FAQs
http://www.tea.state.tx.us/curriculum.html	General Curriculum
http://www.tea.state.tx.us/teks/index.html#chapters	TEKS by content

Review: *A Template for Curriculum Construction*
Read: Olivia, Chs 4
Read: Vornberg, Ch 12

SESSION 4 Tuesday, July 15, 2008 Leading Curriculum Development and Change

Part I

Describe the role of central administration in leading curricular change.

Part II

Describe the role of campus administration and teachers in leading curricular change.

Part III

Implement change strategies to support curricular and instructional change.

PRODUCT: *A change strategy for curriculum development.*

Assignment: Review the TEA website at:

http://www.tea.state.tx.us/perfreport/aeis/2007/index.html	AEIS
http://www.tea.state.tx.us/rules/tac/chapter074/index.html	TAC
http://www.tea.state.tx.us/curriculum/Chap74.htm	FAQs
http://www.tea.state.tx.us/curriculum.html	General Curriculum
http://www.tea.state.tx.us/teks/index.html#chapters	TEKS by content

Review: *A Template for Curriculum Construction*
Read: Olivia, Chs 9
Read: Vornberg, Ch 13
Bring: AEIS data and TAKS results for your school

SESSION 5 Thursday, July 17, 2008 Curriculum at the Campus Level

Part I

Analyze the data and information principals must know on their campus to improve student performance.

- Using selected TEKS, apply the concepts of coordination and articulation to selected grade levels.
 - Describe the impact of TEKS on district/school curriculum.
 - Analyze the impact of the scope and sequence on instruction.
 - Analyze the composition of TEKS as to cognition and knowledge.
 - Compare the complaints about curriculum and conventional practices within schools today.
 - Describe “quality control” in curriculum management.

Part II

Construct a user friendly curriculum format for the campus or district level.

- Describe the traditional curriculum development process.
- Design the format to support the curriculum.

Part III

Analyze data to impact student achievement.

PRODUCT: An analysis of data to support recommended improvements.

Assignment: Read *Aligning the Curriculum*

Read: Olivia, Ch 10

Bring: Campus/district scope and sequence documents

SESSION 6 Tuesday, July 22, 2008

Part I

Determine the effectiveness of the instructional program.

- Analyze the use of lesson plans.
- Determine the use of scope and sequence.
- Determine the level of teacher developed assessment.

Part II

Describe the process of alignment at the district and the campus level.

- Describe the role of the district/central administration in alignment functions.

Describe the role of the campus in alignment functions.

- Describe administration’s role
- Describe the faculty’s role
- Describe the impact of alignment on student improvement

PRODUCT: An alignment accompanied by recommendations for improvement

Assignment: Read *Aligning the Curriculum*

Read: Olivia, Ch 12

Bring: Unit Plans and Assessments

SESSION 7 Thursday, July 24, 2008 Assessing the Curriculum

Part I

Determine the purpose and function of district level assessment.

- Determine forms of assessment and their function within the district.
- Determine responsibility of the district with state and national testing.
- Describe initiatives beyond the classroom.

Part II

Describe the purpose and function of campus level assessment.

- Describe campus strategies for assessing student performance.
- Describe alternative testing models.
- Analyze the discrepancy between instruction and assessment.
- Discuss the impact of context and content assessment.

Assignment: Review all material

SESSION 8 Tuesday, July 29, 2008

Evaluation Event

Competency 1: Describe the function of teaching and learning on the contemporary campus.

Historical contributors to U.S. curriculum (i.e., John Dewey, Ralph Tyler, Carl Rogers)

National Standards (NCTM), Texas Essential Knowledge & Skills (TEKS)

Instructional Theory (direct instruction, constructivism, modes of learning (inquiry), assessment)

Reflect on the impact of instructional theory on teaching and learning

Name components important to teaching & learning (curriculum, assessment, instruction, professional development)

Competency 2: Analyze curriculum components important to student performance

Conduct a needs assessment of student performance data (all students, subgroups)

Identify strengths and areas of concern in student performance (for all students and by subgroups)

Analyze TEKS and compare curriculum documents to identify gaps in written curriculum.

Describe the areas of curriculum revisions needed to support student achievement.

Use alignment strategies to vertically and horizontally align curriculum.

Competency 3: Analyze instructional delivery.

Conduct a needs assessment of instructional delivery (example data to include lesson planning, classroom observations, schedules (time allotted), grouping arrangements, time spent on planning, discipline infractions)

Compare findings with student performance to Identify strengths and areas of concern

Analyze role of leadership and design specific strategies to improve delivery

Describe effective lesson planning with attention to objective development related to cognition and content of the objective (Anderson & Krathwold)

Competency 4: Analyze assessment practice

Describe important components of effective assessment practices for a campus.

Describe assessment practices used to measure student learning of curriculum.

Analyze assessment components of a current school assessment process and Identify strengths and areas of concern.

Describe the role of leadership in the improvement of effective assessment.

Competency 5: Analyze resources for instruction and curriculum. (i.e., textbooks, software, programs, materials, technology, media center)

Identify all programs and related resources used on a campus.

Describe the relationship between resources and student achievement.

Understand board policies that may impact resources, curriculum, & instruction

Competency 6: Analyze faculty’s instructional needs and professional development

Identify current professional development practices of campus.

Identify best practices in professional development.

Describe the instructional effectiveness of individual faculty using observation data, lesson plans, and student assessment data.

Develop effective conferencing strategies with faculty designed to improve instructional effectiveness.

Propose a professional development plan for the campus. Describe the difference between professional development needs of a campus compared to individual teachers.

Competency 7: Organize the instructional program to increase student achievement.

Utilize change strategies to create awareness and consensus.

Analyze current scheduling to increase student engagement, time-on-task, teacher planning

Develop organizational systems to support student achievement (additional personnel, department & team leadership, communication)

Describe ways to empower teacher leadership for improved effectiveness.

Use strategic planning to create effective campus improvement plan.

Develop effective monitoring strategies.

Describe strategies related to accountability of student performance (individual teacher conferencing, use of student data, monitoring of student progress)

Suggested Textbooks/Resources:

English, F. W. *Deciding what to teach and test: Developing, aligning, and auditing the curriculum.* Corwin Press

Marzano, R. J. *What works in schools: Translating research into action.* ASCD.

Anderson & Krathwohl (Eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* Allyn & Bacon.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners.* ASCD.

Marzano, R. J. & Kendall, J. S. *The New Taxonomy of Educational Objectives.* Corwin.