

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course No: EA-653

New: Fall 2009

Title of Course:



Curriculum For Leaders In Education

I. Catalog Description and Credit Hours of Course:

A course focusing on assisting educators to define, plan, implement and assess the P-12 curricula. The role of teachers and administrators as instructional leaders will be emphasized as this role leads to improving classroom performance and student achievement. (3 credit hours)

II. Prerequisite(s):

Admission to Masters in Teacher Leadership degree program.

III. Purposes or Objectives of the Course:

Upon completion of the course, the successful student will demonstrate knowledge, understanding, and the ability to:

- A. Comprehend the dynamics of curriculum development (ELCC 3.3, 3.4) (MoStep 4, 6) (ISLLC 2, 4)
- B. Demonstrate the fundamental technical skills necessary for implementing key curriculum development procedures (ELCC 3.3, 3.4, 3.5) (MoStep 4) (ISLLC 2, 4)
- C. Practice writing skills related to curriculum development (ELCC 3.4) (MoStep 8) (ISLLC 2, 4)
- D. Formulate a critical perspective on vital contemporary curriculum issues (ELCC 3.4) (MoStep 8) (ISLLC 6)
- E. Identify the connections among student needs, societal needs, curriculum goals and objectives and professional development (ELCC 3.1, 3.5) (MoStep 8, 9) (ISLLC 2)

IV. Expectations of Students:

- A. Active participation in class discussions, panels, special reports, etc.
- B. Satisfactory completion of projects dealing with issues and/or problems identified

through class discussions.

- C. A term report dealing with curriculum issues. Each report will be presented to the entire class.
- D. Satisfactory examination performance.
- E. Required Activities/Topics: The following activities/topics are required to be addressed by all faculty teaching this course.
 - 1. Analyze student performance on classroom assessments.
 - 2. Analyze MAP results.
 - 3. Develop strategies to address achievement gaps.
 - 4. Analyze research based instructional programs.
 - 5. Review and critique CSIP plan.
 - 6. Develop alignment procedures and indicate using Academic Expectations, Core Content and Program of Studies.
- F. Technology: All products/reports must be word processed.

V. Course Content or Outline:	<u>Class Hours</u>
A. National and State Policy Development	5
B. ISLLC Model applied to Curriculum	3
C. State Curriculum Reform	4
D. District and School Reform	4
E. Assessing Needs, Organizing, Planning, and Evaluating Curriculum Programs	5
F. Building, Supporting, and Implementing District Curriculum	6
G. Developing the School Curriculum Integrating Technology Into Instruction	3
H. Developing the Classroom Curriculum	3
I. Auditing and Evaluating the District Curriculum	6
J. Curriculum and Accreditation	3

K.	Trends and Issues in Curriculum	3
	Total Hours	45

VI. Textbook(s):

Squires, D.A. (2005). Balancing and aligning the standards-based curriculum. Thousand Oaks, CA: Corwin Press

Wiggins, G. & McTighe, J. (2005). Understanding by design: Second edition. Alexandria, VA: Association of Supervision and Curriculum Development.

VII. Basis for Student Evaluations and Performance Outcomes:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

The evaluation of student performance includes the following products and/or activities and is standards based. Educational Leadership Constituent Council (ELCC) Standards and Missouri Standards for Teacher Education Programs (MoSTEP) standards follow each evaluation product or activity with the MoSTEP standards listed in parentheses.

- A. Journal article critiques 10%
- B. Individual and/or group projects and presentations 20%
- C. Participation in class discussion and activities 10%
- D. Written exams/final projects 30%
- E. Assessing curriculum 5 %
- F. Data analysis regarding district curriculum using longitudinal data. 10%
- G. Planning for improvement in curriculum, instruction, and assessment congruence 10%
- H. ISLLC Standards applied to curriculum administration planning and implementation. 5%

Grading Policy:

- 100%--90% A
- 89%--80% B
- 79%-70% C
- Below 70% F

VIII. Knowledge Base References:

Ancil, E.J. & Haas, G.J. (2006) *Curriculum planning: A contemporary approach.* Boston, MA. Allyn & Bacon/Longman Publishers.

Glickman, C. Gordon, S. & Ross-Gordon, J. (2004) *SuperVision and instructional Leadership: A developmental approach.* Boston, MA.: Allyn & Bacon/Longman

Publishers.

- Kornhaber, M., Fierros, E., & Veenema, S. (2006). *Multiple intelligences: Best ideas From research and practice*. Boston, MA: Allyn & Bacon/Longman Publishers.
- Olivia, P. (2005) *Developing the curriculum*. Boston, MA: Allyn & Bacon/Longman Publishers.
- Posner, G. & Beach, A. (2006) *Course design: A guide to curriculum development for Teachers*. Boston, MA: Allyn & Bacon/Longman Publishers.
- Reinhartz, J. & Beach, D. (2004) *Educational leadership: Changing schools, changing Roles*. Boston, MA: Allyn & Bacon/Longman Publishers.
- VanTassel-Baska, J. & Stambaugh, T. (2006). *Comprehensive curriculum for gifted Learners*. Boston, MA: Allyn & Bacon/ Longman Publishers.

IX: Academic Dishonesty:

Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action but is also relevant to the evaluation of the student's level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty (Southeast Missouri State University-Code of Student Conduct). Refer to: <http://www6.semo.edu/jedaffairs/code.html>

X. Disabilities Act:

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor's office. To request academic accommodations (for example, a note taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirements. Refer to: <http://www.semo.edu/cs/services/disability.html>

DEPARTMENTAL APPROVAL DATE: 1/20/09
COLLEGE COUNCIL APPROVAL DATE: 1/22/09