

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course Title: EA-737: Administration of Curriculum

New: Fall 1995

Revision: Fall 1998

Revision: Fall 2000

Revision: Fall 2005

Revision: Fall 2010



THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the central office level in proper administration of development of curricula, examining the national, state, district, and school roles in curricular matters, as well as being able to research findings in educational literature to identify trends in curriculum change, and to understand the components of a district curriculum. (3)

II. Prerequisite(s):

Admission to the Ed. S. program or instructor's permission

III. Purposes or Objectives of the Course:

Upon completion of the course, the candidate will be able to:

- A. Relate the implications of national and state legislative decisions regarding curriculum to local district policy and procedures.
- B. Provide leadership in the planning, development, implementation, and evaluation of curriculum at the district, school, and classroom level.
- C. Understand trends and issues resulting from current education reforms, standards, mandates, and grassroots movements.

- D. Relate the development of district mission, improvement planning, needs assessment and student achievement to leadership in the administration of curriculum.
- E. Evaluate national and state movements and standards regarding curriculum.
- F. Understand Missouri's curriculum reform and its connection with assessment of students and programs as well as district accreditation.
- G. Assess program needs and develop plans for improvement.
- H. Recognize the relationship of district curriculum to every classroom and student/community diversity.
- I. Utilize technology in data collection, data analysis and assessment strategies relative to curriculum development and improvement of instruction.

IV. Expectations of Students:

Each student will be expected to:

- A. Constructively participate in classroom discussion and complete all activities and assignments.
- B. Submit journal article critiques of related readings in research selected by the student or instructor.
- C. Complete individual and/or group project(s) and presentations relating to curriculum and data analysis.
- D. Acceptable performance on examinations.

V. Course Content or Outline

- A. National and State Policy Development
- B. ISLLC Model applied to Curriculum
- C. State Curriculum Reform
- D. District and School Reform
- E. Assessing Needs, Organizing, Planning, and Evaluating Curriculum Programs

- F. Building, Supporting, and Implementing District Curriculum
- G. Developing the School Curriculum Integrating Technology into Instruction
- H. Developing the Classroom Curriculum
- I. Auditing and Evaluating the District Curriculum
- J. Curriculum and Data Analysis
- K. Trends and Issues in Curriculum

VI. Textbook(s):

Bernhardt, V. L. (1999). *The school portfolio: A comprehensive framework for school improvement*. Gardiner, NY: Freelance Editorial Services.

Carr, J.F. & Harris, D.E. (2001). *Succeeding with standards for school improvement*. Association for Supervision and Curriculum Development (ASCD), Alexandria, VA

VII. Basis for Student Evaluation 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.

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

*Items identified by an asterisk will be continued during the student's internship

VIII. Grading Scale

The weight of the evaluation criteria will vary according to each instructor and will be communicated at the beginning of the course.

IX. Academic Policy Statement:

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:

<http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

XI. Harassment and Civility

The University strives to offer learning experiences and opportunities designed to help candidates think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the candidates and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every candidate at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. Dispositions

Professional Dispositions for Educational Leadership

The Dispositions, as assessed within Educational Leadership are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement *Disposition* Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed *dispositions* are listed under the applicable Conceptual Framework Term.

Competent:

- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others
- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices

- Responds to program guidelines positively
- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality
- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

Reflective:

- Makes decisions that enhance learning and instruction
- Is willing to take risks to improve candidate achievement (learning)
- Is creative and resourceful and independently implements plans
- Demonstrates the ability to distinguish between relevant and irrelevant information
- Poses probing questions and identifies problems regarding educational issues
- Demonstrates appropriate analysis, synthesis and evaluation of data and information
- Solicits input and feedback from others
- Properly channels constructive criticism to the improvement of programs and learning

Caring:

- Believes that all candidates can learn
- Sees education as a key to opportunity and social mobility
- Maintains a high rate of attendance
- A self-starter who identifies needs and attends to them immediately
- Displays good judgment regarding the maintenance of good relationships
- Is diplomatic and sensitive to others' feelings and opinions
- Appears to be deeply committed to a career in administration
- Displays enthusiasm for the profession

XIII. Alignment of Standards to Course Objectives

Alignment of Standards

Objective	Conceptual Framework Unit Standard Met	ELLC/ ISLLC Standard Met	MOSTEP Standard Met	Assessment Assuring that the Objective has been met
A. Apply leadership theories and models for administrative roles and school improvement.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1,	Standard 1,2,3,4,5, 6	1.3.1, 1.3.2, 1.3.3, 1.3.4,	*Class participation *Powerpoint presentation

	4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3		1.3.5, 1.3.6	*Written report
B. Construct and maintain leader-follower relationships to improve schools.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Power point presentation data analysis/ school improvement *Written reports
C. Use leadership in change processes for systems, organizations and individuals.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standards 1, 2, 3,5	1.3.1, 1.3.2, 1.3.3, 1.3.5	*Class participation *Power point presentation data analysis/school improvement *Written reports
D. Identify influence/authority distinctions as applied to the larger political, social, cultural and economic issues.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Written reports
E. Analyze interrelationships between the roles of philosopher, leader, and manager and followers.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Written reports
F. Critique professional ethical	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1,	Standards 1,2,3,5	1.3.1, 1.3.2, 1.3.3, 1.3.5	*Class participation *Power point presentation data

leadership relating to shared vision and strategic plan.	5.2, 5.3			analysis/school improvement *Written reports
G. Examine professional code of ethics and values.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5, 6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation
H. Use appropriate communication strategies.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standards 1,2,3, 5		*Class participation *Power point presentation data analysis/school improvement *Written reports
I. Connect leadership and a shared vision.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1, 2, 3, 4, 5, 6		*Class participation *Power point presentation data analysis/school improvement *Written reports

XIV. Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and School Leaders Licensure Assessment (SLLA) and the School Superintendent Assessment (SSA) results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the foundation of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University,

the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This *Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy*, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.

XV. Knowledge Base References:

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- Ancil, E.J. & Haas, G.J. (2006) *Curriculum planning: A contemporary approach*. Boston, MA. Allyn & Bacon/Longman Publishers.
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- Wraga, W. (1997). Patterns of interdisciplinary curriculum organization and professional knowledge of the curriculum field. *Journal of Curriculum & Supervision*, 12, 98-119.

DEPARTMENTAL APPROVAL DATE: _____

COLLEGE COUNCIL APPROVAL DATE: _____