**EDLD 8310/8316**

**Leadership in the Development and Application of Curriculum and Theory Design**

**Fall 2020**

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**Office Hours:**

**Wednesdays**

**1:00 – 4:00;**

**or by appointment**

**Educational Foundations, Leadership & Technology**

**Auburn University**

**College of Education**



**EDLD 8310/8316**

**Leadership in the Development and Application of Curriculum and Theory Design**

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Fall 2020

**Class Time:** Saturday, August 22, September 19, and October 24; 9 am – 5 pm [time will be modified]

**Class Location:** ZOOM; no face-2-face class sessions; link and specific class times will be posted in Canvas

**Instructor:** Dr. Jason C. Bryant

Cell: 334.703.0339\* preferred

Work: 334.844.4103 [Haley Center 1463]

Fax: 334.844.3072

E-Mail: [jcb0023@auburn.edu](mailto:jcb0023@auburn.edu)

Office Hours: 1:00 – 4:00 (W) or by appointment

**1.** **Course Number**: EDLD 8310/8316

**Course Title**: Leadership in the Development and Application of Curriculum and Theory

Design

**Credit Hours**: 3 semester hours

**Prerequisites**: N/A

**2.** **Date Syllabus Prepared**: July 2020

1. **Special Accommodations**.

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are immediately needed. If you need accommodations but have not established them, make an appointment with the Office of Accessibility, 1228 Haley Center, 334-844-2096.

1. **Required Texts**:

Sorenson, R.D., Goldsmith, L.M., Méndez, Z.Y., & Maxwell, K.T. (2011). The Principal’s Guide to Curriculum Leadership. Thousand Oaks, CA, Corwin.

Tucker, C.R., Wycoff, T., & Green, J.T. (2017). Blended learning in action: a practical guide toward sustainable change. Thousand Oaks, CA: Corwin.

1. **Course Description**: This course is designed to enable students to go beyond introductory knowledge of data engaged decision-making and give students a conceptual framework for curriculum and instruction. We will focus on collecting and analyzing school data to identify and make plans to close achievement gaps, use stakeholder relationships to build leadership teams, and how to use the data to monitor a continuous improvement plan. Course readings are supplemented with additional materials designed to facilitate individual and group understanding of concepts and to aid students in developing problem-solving skills.
2. **Course Objectives:** In meeting requirements for this course, the student *will develop knowledge and demonstrate the application* of the following:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

1. **Course Requirements and Evaluation:**
2. **Weekly Class Assignment**

You are expected to attend each class session with the required reading completed before class and prepared to discuss the topic(s) of the day. During class you are expected to be an active contributor to the discussions and activities in a constructive professional manner. Each week, on Canvas, you will be assigned a task, and the completion of these tasks will be used to determine participation points.

**Total Points: 150 [Due each Tuesday, unless otherwise stated by 11:59 pm; each assignment is 10 points each]**

1. **Curriculum Presentation**

As an emerging leader, you are continuously reading and evaluating the next “great idea” that can transform your school/organization to the next level. For this assignment, you will present (online) to the class a program that has been used to extend the current curriculum to meet the academic needs of the students in the K-12 setting. Your presentation should include an overview of the program/activity that is being used, its impact on student achievement, and overall considerations for educators. This could be a start for your Critical Analysis Paper topic as you will expand on the research.

In essence, you become a salesman to pitch to your teachers the need to incorporate your “great idea” [program] into the school. You may use PowerPoint, Prezi, or other presentation software/video for this assignment. Be sure to cover the necessary areas in your presentation, go beyond the surface! We want to “see” and hear this product in action!

The length of your presentation will vary from person to person, but be sure that you are giving us the necessary information to make an informed decision about the next “great idea” that you are wanting schools to implement.

**Total Points: 50 [Due Tuesday, September 22 by 11:59 pm]**

1. **Curriculum Presentation Response (2 part assignment)**

For this assignment, you will serve as an instructional leader reviewing the curriculum presentations from one of your classmates. Your job is to provide an overall critique of how well you think that this program will work in your school (not a critique of their performance) along with a list of questions/concerns that you have about their presentation for them to provide answers so that you may make a decision about the product they want you to incorporate into your school.

1. Please have your critique posted by Tuesday, October 20 by 11:59 pm to give everyone time to respond to your questions.
2. Once the critique is posted, then you will respond to the feedback and answer any questions from the presentation response by Saturday, October 24 by 11:59 pm.

**Total Points: 50 [Due Tuesday, October 13 and October 20 by 11:59 pm 35 points for your critique; 15 points for providing a response to the critique]**

1. **Journal Article Summary/Response**

Students are expected to read and critique four (4) journal articles on curriculum and instruction published within the last five years. Article critiques should be no longer than three pages (excluding title page), and should include the following sections: Purpose, Research Question(s), Methodology, Sample Description, Results, Discussion, and Favorite Quote(s). After these areas have been addressed, provide your analysis of the article. Items to discuss in your analysis include, but are not limited to, the relevancy of the information presented, the impact it has on student achievement, and the ability to incorporate this into your school/school system.

After you post your article summary, please read and provide a meaningful response to at least one other classmate’s posting. [A schedule will be provided during our first class session for you to follow.] The response is an opportunity to open dialogue and discuss the implications presented in the summary. Postings will be available for one week after the due date for discussion. **Please be sure to upload a copy of the article when you submit your summary/response.**

**Total Points: 100 [Due: Check syllabus for specific dates as this varies; each article summary is worth 15 points with the responses valued at 10 points each]**

1. **Critical Analysis Paper – Closing the Achievement Gap/Improving Student Achievement – Curriculum, Policies, Programs, and/or Activities used in Schools**

You will write a scholarly APA cited research paper examining what current trends are related to achievement gaps, recommendations from research on closing those gaps, and evidence of the successes or failures of said recommendations. You will select one area to focus your paper that can include curriculum, policies, programs, and/or other activities that are being used in schools to help improve student academic achievement. Please include a section at the end of your paper with your reaction to what you found in the research (have you tried these recommendations, do you think they would make a difference, do you have any other ideas). Your paper should be a minimum of 15 pages, including references.

**Total Points: 150 [Due: Friday, December 4 by 11:59 pm]**

**Rubric:**

**Organization and Professional Writing (\_\_\_\_/75 points)** The paper is organized in a research paper format with subheadings based on your topic. The paper reads smoothly from beginning to end with appropriate transitions between points. The response does not contain grammatical & spelling mistakes and follows APA stylistic guidelines. It is clear that the writer proofread and provided ample information to address the topic presented!

**Trends (\_\_\_\_/25 points)** The trends, as identified in current research (no more than 5 years old), are discussed and cited. Be sure you are focusing on trends in the research that are being used in schools to close the achievement gap in improving student achievement. This is your opportunity to share what research is saying and the impact that this is making to improve student achievement. Share what is making a difference!

**Recommendations (\_\_\_\_/25 points)** The recommendations drawn from the research on trends is presented in a logical way. The recommendations are written for improvement of policy, leadership, and/or curricular. (What impact has been made and how can it be used in other schools?) This section should give the reader a clear idea of how schools will implement the recommendations based on the information you have provided.

**Use of research (\_\_\_\_/25 points)** The research cited is from reputable sources including peer-reviewed journals, state/federal research reports, professional organizations, etc. There should be a good representation of empirical research, not all commentary or opinion.

With the length of the paper you are expected to write, you should have at least 10-15 references used to support your research!

**Total Points: 150**

**Final Grade:** The instructor will use rubrics based on the above-listed requirements to evaluate all assignments. Each assignment will be explained in greater detail during class meetings. Due Dates are listed in the Course Calendar.

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| --- | --- |
| **Assignment** | **Points Possible** |
| 1. Participation in Weekly Class Discussions and Activities (15 x 10 points each) | 150 |
| 1. Curriculum Presentation | 50 |
| 1. Curriculum Presentation Critique and Response | 50 |
| 1. Article Summaries and Responses (4 x 25 points each) | 100 |
| 1. Critical Analysis Paper | 150 |
| **TOTAL** | **500** |

Final grades will be determined according to this scale:

**A 450 – 500 points**

**B 399 – 449 points**

**C 348 – 398 points**

**D 297 – 347 points**

**F 296 points and below**

**The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.**

1. **Course Content/Calendar:** Please be sure to review the calendar each week to be sure you are meeting the various deadlines.

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| --- | --- |
| **Week** | **Major Topics/Assignments** |
| Week 1  Aug 17 – Aug 23 | Reading:  Blended Chapter 1 – Going Blended to Meet the World  Curriculum Chapter 1 – Defining Curriculum Leadership; Curriculum Chapter 2 – A Curriculum Leadership Journey  Assignment due August 25 by 11:59 pm  Week 1 |
| **Weekend 1**  **Saturday, Aug 22**  **(ZOOM)**  **1 pm – 5 pm** | Class Activities:  -Syllabus Review  -Critical Issues in Education |
| Week 2  Aug 24 – Aug 30 | Reading:  Blended Chapter 2 – Getting Started?  Assignment due September 1 by 11:59 pm  Week 2 Assignment |
| Week 3  Aug 31 – Sept 6 | Reading:  Blended Chapter 3 – The Blended Learning Elements of Effectiveness  Curriculum Chapter 3 – Principal Expectations as Curriculum Leader    Assignment due September 8 by 11:59 pm  Week 3 Assignment  Article Summary #1/Response should be completed by 9/15 |
| Week 4  Sept 7 – Sept 13 | Reading:  Blended Chapter 4 – Preparing Teachers for Blended Instruction  Curriculum Chapter 4 – The Principal’s Role in Curriculum Change and Innovation  Assignments due September 15 by 11:59 pm  Week 4 Assignment  Article Summary Response #1 |
| Week 5  Sept 14 – Sept 20 | Reading:  Blended Chapter 5 – Devices and Digital Tools; Blended Chapter 6 – Digital Curriculum  Assignment due September 22 by 11:59 pm  Week 5 Assignment  Curriculum Presentation (online presentation) |
| **Weekend 2**  **Saturday, Sept 19**  **(ZOOM)**  **9 am – 5 pm** | Topics for Class Discussion:   * Defining and Developing Curriculum for Today’s Students * Barriers to Closing the Achievement Gap * Culturally Responsive Teaching |
| Week 6  Sept 21 – Sept 27 | Reading:  Blended Chapter 7 – Assessment in a Blended Environment  Assignments due September 29 by 11:59 pm  Week 6 Assignment |
| Week 7  Sept 28 – Oct 4 | Reading:  Blended Chapter 8 – Onboarding and Supporting Students  Assignments due October 6 by 11:59 pm  Week 7 Assignment  Article Summary #2/Response should be completed by 10/13 |
| Week 8  Oct 5 – Oct 11 | Reading:  Blended Chapter 9 – Station Rotation Model; Chapter 10 – Whole Group Rotation: A Modern Spin on the Lab Rotation  Curriculum Chapter 5 – Curriculum Leadership in Action  Assignment due October 13 by 11:59 pm  Week 8 Assignment  Article Summary Response #2 |
| Week 9  Oct 12 – Oct 18 | Reading:  Blended Chapter 11 – The Flipped Classroom  Curriculum Chapter 6 – Where the Action is: Building Relationships with Teachers; Curriculum Chapter 7 – Systematically Integrating Curriculum  Assignment due October 20 by 11:59 pm  Week 9 Assignment  Curriculum Critique Posted |
| Week 10  Oct 19 – Oct 25 | Reading:  Blended Chapter 12 – Other Models and Possibilities  Curriculum Chapter 8 – Professional Learning and Curriculum Leadership  Assignment due October 27 by 11:59 pm  Week 10 Assignment  Article Summary #3/Response should be completed by November 3 |
| **Weekend 3**  **Saturday, Oct 24**  **(ZOOM)**  **9 am – 5 pm** | Topics for Class Discussion:   * Building Curriculum/Improving Instruction * Meeting the Needs of the Disadvantaged * Evaluating our Efforts   -Post your response to the Curriculum Critique by 11:59 pm! |
| Week 11  Oct 26 – Nov 1 | Reading:  Blended Chapter 13 – The Roadmap to Personalization  Curriculum Chapter 9 – The Principal and Legislated Learning: Working the System and the Prospects of Curriculum Renewal  Assignment due November 3 by 11:59 pm  Week 11 Assignment  Article Summary Response #3 |
| Week 12  Nov 2 – Nov 8 | Reading:  Curriculum Chapter 10 – Trailblazing Digital Curriculum Leadership 101  Assignment due November 10 by 11:59 pm  Week 12 Assignment |
| Week 13  Nov 9 – Nov 15 | Reading:  “Summer Learning that Sticks” (article found in Canvas)  Assignment due November 17 by 11:59 pm  Week 13 Assignment  Article Summary #4/Response should be completed by 11/24 |
| Week 14  Nov 16 – Nov 22 | Individual Student Conferences  Assignment due November 24 by 11:59 pm  Week 14 Assignment  Article Summary Response #4 |
| Week 15  Nov 23 – Nov 29 | Thanksgiving Holidays  Assignment Due: December 4 by 11:59 pm  Critical Analysis Paper |

1. **Class Policy Statements:**
2. Attendance: Your health and safety, and the health and safety of your peers, are my top priorities. Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due

to illness or other COVID-related issues, please let me know as soon as possible so we can discuss

your options.

1. Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.
2. ZOOM: When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.
3. Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a makeup exam will take place within two weeks of the date that the student initiates arrangements for it.

Except in extraordinary circumstance, no make-up exams will be arranged during the last three

days before the final exam period begins.

1. Diversity Statement: Names and Pronouns: Many people might go by a name in daily life that is different from their legal name. In this class, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.
2. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)
3. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (TitleXII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note:*

* *Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
* *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course’s work.*

1. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality
* Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for

Accomplished Educational Leaders (National Board Core Propositions from the National Board for

Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA

Certification in Instructional Leadership to utilize the course learning opportunities to practice the

following:

SKILLS

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate, and monitor the teaching and learning process.

DISPOSITIONS

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities, and profession.