**EDLD 7540**

**INSTRUCTIONAL AND CURRICULAR EADERSHIP**

**SPRING, 2014**

**PREREQUISITE: Admission to Instructional Leadership Program**

**Credit Hours: Three hours**

**Syllabus Prepared: January, 2014**

**Course Description: Curriculum design and development; areas of study includes students needs, organizational mission and goals, data driven improvement, change process, diverse faculty, and curriculum alignment tools.**

**Course Objectives: Based upon standards of knowledge (K) and ability (A) Alabama State Department of Educational Instructional Leadership Standards 290-3-.48 (2)(a) through (2)(h).**

**Upon completion of the course the student will be able to:**

1. **define and describe curriculum and instruction and the relationship between them**

**(K) (A)(2)(b) 1(iii); (2)(b)2(ii); (2)(b)2(ix)**

 **b. describe planning, implementation and evaluation phases of curriculum and instruction**

 **(K) (A) (2)(a)2(xiii, xiv); (2)(b)1(iii); (2)(b)2(xi, xiii)**

 **c. describe the philosophical, historical. sociological, cultural, and educational factors involved in developing and implementing curriculum**

 **(K) (2)(d)1(iv); (2)(d)1(v)**

 **d. describe a personal philosophy of education and relate it to curricular development, practice, and leadership**

 **(K) (A) (2)(a)1(i); (2)(a)2(v)**

 **e. describe a learning organization’s culture and climate and how it relates to curriculum development and processes (K) (2)(a)1(i); (2)(g)1(iii)**

 **f. understand how the learning organization uses the change process in curriculum development and improvement**

 **(K) (A) (2)(a)1; (2)(a)2; (2)(b)1**

 **g. demonstrate knowledge of and use of appropriate leadership dispositions in developing the learning community’s curriculum**

 **(A) (2)(a)2(i-iv)**

 **h. utilize models of curriculum and instruction that have a strong research base in improving student learning**

 **(A) (2)(b)2(iii,v)**

 **i. utilize major components of the school improvement process such as data-driven decision making, needs, goals, objectives, evaluation**

 **(A) (2)(b)2(i)**

 **j. demonstrate how organizational vision, mission, and goals are demonstrated in the school improvement plan**

 **(K) (2)(a)1(i-ii)**

 **k. utilize knowledge of diverse student populations and child and adolescent development in curriculum and the school improvement process**

 **(K)(A) (2)(e)2(I, vi, vii, viii); (2)(b)2(iv); (2)(c)2(vi-vii)**

 **l. utilize multiple methods of assessing curriculum and instruction**

 **(K)(A) (2)(b)1(iii); (2)(b)2(xi)**

 **m. understand how types of pedagogy and student needs should be reflective of each other**

 **(A) (2)(b)2(iv-vii)**

 **n. demonstrate how a learning community can utilize technology to improve curriculum, instruction, and assessment**

 **(K)(A) (2)(f)1(i-ii); (2)(f)2(i-vii)**

 **o. be able to use important curriculum alignment tools such as mapping**

 **(K)(A) (2)(b)1(i-iii); (2)(b)2(vii-xiii)**

 **p. understand the importance of developing teacher and instructional leadership to achieve school curriculum and improvement goals**

 **(A) (2)(g)2(iii)**

 **q. understand the curriculum leader’s role in developing collaborative partnerships, coalitions, and networks**

 **(K) (A) (2)(e)1(i-ii); (2)(e)2(i-vii)**

**COURSE CONTENT AND SCHEDULE**

**JANUARY 14**

**WEEK 1: Curriculum and Instruction – Introduction, administration of course requirements, topics for semester discussion, calendar with due dates**

**Objectives:**

1. **Define and describe curriculum and instruction and the relationship between them.**

**p. Understand the importance of developing teacher and instructional leadership to achieve school curriculum and improvement goals.**

**q. Understand the curriculum leader’s role in developing partnerships, coalitions, and networks.**

**ASSIGNMENTS:**

1. **Review standards for instructional leadership from administrative code.**
2. **Read hot topic article: *From Common Core Standards to Curriculum: Five Big Ideas***

**Critique article.No more than three pages. See rubric. (Five points)**

**Due date: January 27.**

**JANUARY 20 – HOLIDAY**

**JANUARY 27**

**WEEK 2**

**Objectives:**

**c. Describe the philosophical, historical, sociological, cultural, and educational factors involved in developing and implementing curriculum.**

**g. Demonstrate knowledge of and use of appropriate leadership dispositions in developing the learning community’s curriculum.**

**k. Utilize knowledge of diverse student populations and child and adolescent development in curriculum and the school improvement process.**

**1. Watch video.**

**2. Discussion of personal philosophies and vision for curriculum as instructional leaders.**

**3. Introduce Marzano book*, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Plan groups and presentations.**

**ASSIGNMENTS:**

1. **Reflection on class discussions and video. (Reflective journal will be maintained throughout the course for a total of 10 points.)**
2. **Begin reviewing the instructional strategies in Marzano.**

**FEBRUARY 3**

**WEEK 3**

**Objectives:**

**d. Describe a personal philosophy of education and how it relates to curriculum development and processes.**

**b. Describe planning, implementation, and evaluation phases of curriculum and instruction.**

**e. Describe a learning organization’s culture and climate and how it relates to curriculum development and processes.**

**Discussion of educational philosophies and the variables associated with curriculum as instructional leaders.**

**Discussion of chapters two and three in the Marzano book: Instructional strategies that have the most impact on student achievement.**

**Work with partner on instructional strategy presentation.**

**ASSIGNMENT:**

1. **Read and critique journal article.**

 **Due Date: February 10**

 **(Five points)**

1. **Work on presentation for instructional strategy.**
2. **Reflective journal**

**FEBRUARY 10**

**WEEK 4**

**Objectives:**

**f. Understand how the learning organization uses the change process in curriculum development and improvement.**

**h. Utilize models of curriculum and instruction that have a strong research base in improving student learning.**

**Guest speaker: Julie Hannah – Alabama State Department of Education, Department of Curriculum and Instruction**

**College and Career Readiness Standards**

**Current Trends in Education**

**ASSIGNMENTS:**

1. **Reflective journal**
2. **Read and critique curriculum article.**

**Due Date: February 17**

**(Five points)**

**FEBRUARY 17**

**WEEK 5**

**Work in groups for hot topics in Curriculum and Instruction**

**Book Study discussions**

**ASSIGNMENT:**

1. **Work on presentation**
2. **Prepare demonstration lesson on Marzano strategies**

**FEBRUARY 24**

**WEEK 6**

**Objectives:**

1. **Use major components of the school improvement process such as data-driven decision making, needs, goals, objectives, evaluation.**

**l. Utilize multiple methods for assessing curriculum and instruction.**

**Guest presenter on multiple uses of data.**

**Discussion of how data can be used.**

**ASSIGNMENT:**

1. **Work on submission of Common Core Standards Paper**

**Due date: March 3**

**(Ten points)**

1. **Work on presentations.**
2. **Reflective journals.**

**MARCH 3**

**WEEK 7**

**Objectives:**

**n. Demonstrate how a learning community can utilize technology to improve curriculum, instruction, and assessment.**

**Technology demonstrations (Five points)**

**MARCH 10 – Spring Break**

**MARCH 17**

**WEEK 8**

**OBJECTIVES:**

**o. Be able to use important curriculum alignment tools such as mapping.**

**Group 1 – Marzano strategies presentation**

**Group 2 – Marzano strategies presentation**

**Book Study Discussion**

**MARCH 24**

**WEEK 9**

**Group 3 –Marzano strategies presentation**

**Group 4 – Marzano strategies presentation**

**Group 5 – Marzano strategies presentation**

**Book Study Discussion**

**MARCH 31**

**WEEK 10**

**Curriculum and Instruction Hot Topic Presentation**

**Work session**

**APRIL 7**

**WEEK 11**

**Curriculum and Instruction Hot Topic Presentations**

**Discussion**

**APRIL 14**

**Curriculum and Instruction Hot Topic Presentations**

**Discussion**

**APRIL 21**

**Objectives:**

**j. Demonstrate how organizational vision, mission, and goals are demonstrated in the school improvement process**

**m. Understand how types of pedagogy and student needs should be reflective of each other.**

**Education Platform Paper/Discussions**

**(Ten Points)**

**Course Requirements/Evaluation**

**A spectrum of instructional methodologies and processes will be used that will include class discussion and reactions to readings, lecture, group activities, videos, individual and group projects, personal reflections, guest speakers, field trips, and student presentations.**

1. **Reflective journals: 10 points**

**Journals will be maintained throughout the course. These journals will enable students to record significant reactions, identify assumptions and questions about their readings and discussions, and begin to chart a course of action for leadership in curriculum. Reflective journals will be used to write the Education Platform.**

1. **Instructional strategies that most impact student achievement: 20 points**

**Students will work in pairs and select one of the nine instructional strategies that most impact student achievement from *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement* by Robert Marzano, Debra Pickering, and Jane Pollock. Each pair will do a short (7-10) minute demonstration of what their strategy looks like during classroom instruction.**

1. **Technology presentation: 5 points**

**Students will present a demonstration lesson using a current form of technology.**

1. **Education Platform: 10 points**

**Students will write an Education Platform, personal philosophy, based on their class reflections, discussions, and articles. The paper should be at least three pages but no more than five pages.**

1. **Journal article critiques: 15 points**

**Students are expected to read and critique a minimum of three journal articles on curriculum and instruction published within the last five years. Article critiques should be no longer than three pages. Articles will be given to you.**

1. **Common Core Standards Paper: 10 points**

**Students will submit a three page paper addressing the common core standards/ the college and career readiness standards.**

1. **Curriculum and Instruction Presentation: 20 points**

**Groups will be formed and topics will be selected to prepare a formal presentation on current trends in curriculum and instruction.**

1. **Book Study: 10 points**

**Students will prepare presentations from current book(s) to address educational approaches for diverse populations.**

**Grading:**

1. **Reflective journals 10 points**
2. **Instructional Strategies presentation 20 points**
3. **Technology presentation 5 points**
4. **Education platform 10 points**
5. **Journal article critiques 15 points**
6. **Common Core Standards paper 10 points**
7. **Curriculum and Instruction Presentation 20 points**
8. **Book study 10 points**

**Total Points 100 points**

**Grading Scale:**

**A = 90 – 100 points**

**B = 80 - 89 points**

**C = 70 - 79 points**

**D = 60 - 69 points**

**F = 59 and below**