**EDLD 8310/8316**

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

**Spring 2017**

**Jason C. Bryant, Ph.D.**

4010 Haley Center

Cell: 334.703.0339

Office: 334.844.3021

Fax: 334.844.3072

E-Mail: jcb00232@auburn.edu

**Office Hours:**

**Tuesday, Wednesday, Thursday**

**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

Spring 2017

**Class Time:** Three weekends: January 21, February 25, and April 1

9:00 am – 5:00 pm

**Class Location:** Haley Center 2467

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

Cell: 334.703.0339

Work: 334.844.3021 [Haley Center 4010]

 Fax: 334.844.3072

 E-Mail: jcb0023@auburn.edu

 Office Hours: 1:00 – 4:00 (T, W, Th) 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**: January 2017

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 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)

1. **Required Texts**:

 Bernhardt, V.L. (2015) *Data, Data Everywhere 2nd Edition.* New York: Routledge.

Johnson, R. S. (2002) *Using Data to Close the Achievement Gap.* Thousand Oaks, CA; Corwin Press

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. Define and demonstrate understanding of vision, mission core values and beliefs and how this is related to continuous improvement. |
| b. Align goals and objectives with vision and mission. |
| c. Identify key components of professional learning communities: transformative leadership. |
| d. Lead collaborative and productive conversations for evidence based decision making. |
| e. Collaborate with community, faculty, district and state stakeholders to develop a plan for effective partnerships and involvement. |
| f. Demonstrate understanding and application of the four types of data: perception, process, demographic, student achievement |
| g. Create deep understanding of instruction, student learning and school accountability using the four types of data. |
| h. Have access to multiple analysis tools that can be used in their school or district to analyze data and improve instruction and student learning. |
| i. Differentiate between different types of assessment to include summative and formative. |
| j. Observe and analyze the walkthrough process. |
| k. Understand and use research on classroom walkthroughs. |
| l. Coach staff on various instructional practices and assessment to meet the needs of diverse student populations. |
| m. Understand the relationship of continuous improvement and evaluation. |

1. **Course Content/Calendar:** The course contains various theoretical perspectives on educational leadership and examines the way that these theories can guide practice and research. Please be sure to review the calendar each week to be sure you are meeting the various deadlines.

|  |  |  |
| --- | --- | --- |
|  | **DATE** | **READINGS**  |
| Week 1  | January 21 |  Face-to-Face Meeting “CIP Framework and Closing the Gaps” **READ: BERNHARDT CH. 1 and 2** **TASK: In Class**  |
| Week 2  | January 28 |  “Student Demographics and Disaggregating Data” **READ: JOHNSON CH. 1 AND 2; BERNHARDT CH. 3** **TASK: On Canvas**  |
| Week 3  | February 4 |  “Data Teams” **READ: JOHNSON CH. 3 AND 4** **TASK: On Canvas**  |
| Week 4  | February 11 |  “Perceptions” **READ: BERNHARDT CH. 4; JOHNSON CH. 8** **TASK: ON CANVAS**   |
| Week 5  | February 18 |  “Student Assessment Data” **READ: BERNHARDT CH. 5; JOHNSON 6** **TASK: ON CANVAS**  |
| Week 6  | February 25 |  Face-to-Face Meeting “Programs and Processes” **READ: BERNHARDT CH. 6; JOHNSON CH. 7 AND 9** **Please bring a copy of your school’s CIP to class (electronic**  **copy is acceptable)**  **Presentations – Identifying Gaps** **TASK: IN CANVAS** |
| Week 7  | March 4 |  “How We Got Here” **READ: BERNHARDT CH. 7; JOHNSON CH. 5** **TASK: ON CANVAS** |
| Week 8  | March 11 |  “Digging Deeper” **READ: BERNHARDT CH. 8; JOHNSON CH. 10** **TASK: ON CANVAS** |
| Week 9  | March 18 | **Spring Break – No Class** |
| Week 10  | March 25 |  “Vision” **READ: BERNHARDT CH. 9 AND 10; JOHNSON CH. 11** **TASK: On Canvas** |
| Week 11  | April 1 |  Face-to-Face Meeting Analyzing Your CIP **Task: In Class** |
| Week 12  | April 8 |  **“**Strategies” **READ: BERNHARD CH. 11 AND 12** **TASK: ON CANVAS** |
| Week 13  | April 15 |  **DUE: Identifying the Gaps [Final Draft]** **DUE: Evaluating the Plan**  |
| Week 14 | April 22 |  **Optional Face-to-Face Meeting** **Meet in HC 4009** |
| Week 15 | April 29 |  **DUE: Critical Analysis Paper** |

1. **Course Requirements and Evaluation:**
2. **Participation in class**

You are expected to attend each class session with the required reading completed before class and prepared to discuss the topic 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. The completion of these tasks will be used to determine participation points.

**Total Points: 100**

1. **Identifying Gaps**

Each student will collect data over a 5-year period from a school to compile the first part of a school improvement plan. The data will include student and teacher demographics in a context which explores gaps between groups. This data will paint a clear picture of where the school is now. The end project will be a digital snapshot of the school you have collected data from compared to the system data and the state data.

*Rationale:* Collecting and disaggregating data on multiple levels will help identify achievement gaps between various groups. Collecting this data over time, will help identify trends and allow for statistical analysis of significance.

**Grading Rubric:**

**Demographics (\_\_\_\_/25points)** The student and teacher population is adequately disaggregated into their respective groups. Charts and graphs are used to clearly represent the data in an easy format for understanding.

**Analysis (\_\_\_\_/25points)** The school level data collected is compared to the system level and state level data. The gaps are clearly identified.

**Recommendations (\_\_\_\_/25points)** Using research on best practices for addressing the gaps you discovered, create a plan for addressing these issues.

**Presentation (\_\_\_/25 points)** Presentation of data, analysis, and suggestions to the class in a dynamic professional way.

**Total Points: 100**

1. **Evaluating the Plan – Are you meeting the goals of your CIP?**

Using your data portfolio and the recommendations from your Continuous Improvement Plan, you will evaluate the goals and outcomes of your plan. You will collect and analyze data based on the identified goals and strategies to determine where the school/grade level are in meeting those needs. As a part of your evaluation, you will include your recommendation of the next steps that should be followed to address the goal/strategy. [Due to the fact that some Continuous Improvement Plans may be lengthy, you may focus on 1 goal as long as it has a minimum of 2 strategies included with the goal. Try to select goals that will give you the ability to truly evaluate the effectiveness of the plan.]

*Rationale:* As a school leader in Alabama, you will be required to submit a Continuous Improvement Plan (CIP). You will also be evaluated as a school on how well you meet the goals of your plan. So, it’s imperative for you to learn how to use the data you’ve collected along with the vision and mission of your school to effectively evaluate your CIP. Aside from a CIP being required by the state, it is how you will turn your school around. This is your evaluation of identified shortfalls or deficits in your school, and how well your school is doing to meet its goals.

**Rubric:**

**Clearly evaluates the goal(s) of the CIP (\_\_\_\_/50 points)** Clearly defines the goal(s) of the CIP with strategies and activities that are being used. Provides an evaluation of the plan to include current data to determine if the plan is being met.

**Recommendations (\_\_\_\_/25 points)** Based on the evaluation of the plan, provides recommendation to school leaders on the next steps that should be taken to address the goal/strategy.

**Presentation (\_\_\_\_/25 points)** Using a dynamic professional presentation of your CIP to the class, you articulated the goals, strategies, activities, measurement and evaluation of your plan.

**Total Points: 100**

1. **Critical Analysis Paper**

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. Please include a short paragraph 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).

*Rationale:* When tackling any issues at the school level, there is bound to be research previously conducted on that issue. As school leaders, we need to be in the habit of researching what has already been tested and making decisions from there. The consequence of not basing decisions on previous research is a waste of time, money, and energy in everyone trying to recreate the wheel rather than learning from one another.

**Rubric:**

**Organization and Professional Writing (\_\_\_\_/25 points)** The paper is organized in a research paper format. 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!

**Trends (\_\_\_\_/25 points)** The trends, as identified in current research (no more than 5 years old), are discussed and cited.

**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.

**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.

**Total Points: 100**

**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.

|  |  |
| --- | --- |
| **Assignment** | **Points Possible** |
| 1. Participation in Weekly Class Discussions and Activities
 | 100 |
| 1. Identifying Gaps
 | 100 |
| 1. Evaluation of CIP
 | 100 |
| 1. Critical Analysis Paper
 | 100 |
| **TOTAL** | **400** |

Final grades will be determined according to this scale:

 **A 360 – 400 points**

 **B 320 – 359 points**

 **C 280 – 319 points**

 **D 240 – 279 points**

**F 239 points and below**

1. **Class Policy Statements:**

 A. Attendance: For EDLD 8310/8316, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

 B. 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.

 C. 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 make-up 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.

 D. 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)

 E. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) 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.*

F. 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.