**EDLD 8310/8316**

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

**Spring 2018**

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**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:** Saturday; January 20, February 24, March 24

9:00 am – 5:00 pm

**Class Location:** Haley Center 2461

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

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E-Mail: [jcb0023@auburn.edu](mailto: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 2018

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:

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| 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.

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| **Week** | **Major Topics/Assignments** |
| Intro  January 20  (face-to-face)  9am – 5 pm | Getting acquainted; Syllabus overview; Intro to Canvas; Calendar  Topics for Class Discussion:   * Critical Issues in Education * CIP Framework and Closing the Gaps * Multiple Measures of Data   [Prior to class, read Chapters 1 and 2 of Bernhardt text]  Leadership Institute Activity – Dr. Rueben Bolt, Professor, University of New South Wales, Nura Guili Director |
| Week 1  January 21 – January 27 | Reading:  Johnson – p. 3-33; The Achievement Gap: Framing Our Minds to Set Our Sights; Building Dissatisfaction and Killing the Myths: Examining Data as a First Step Toward Motivating Reform  Bernhardt – p. 17-28; Who We Are: Demographic Data  Assignment due January 29 by 11:59 pm  Reflection on Readings (Canvas) |
| Week 2  January 28 – February 3 | Reading:  Johnson – p. 34-68; Data in the Reform Process: How and Why; Building Leadership and Data Teams  Assignment due February 5 by 11:59 pm  Reflection on Readings (Canvas) |
| Week 3  February 4 – February 10 | Reading:  Bernhardt – p. 29-36; How Do We Do Business: Perceptions Data  Johnson – p. 179-197; Listening to Student and Parent Voices  Assignment due February 12 by 11:59 pm  Reflection on Readings (Canvas) |
| Week 4  February 11 – February 17 | Reading:  Bernhardt – p. 37-42; How are Our Students Doing: Student Learning Data  Johnson – p. 83-125; Examining Outcomes  Assignments due February 19 by 11:59 pm  Response to Questions (Canvas) |
| Week 5  February 18 – February 24 | Reading:  Bernhardt – p. 43-48; What Our Processes Are: School Process Data  Johnson – p. 126-178; 198-217; Assessing Policies and Practices; Evaluating Programs and Interventions  Assignment due February 26 by 11:59 pm  School Process Data Collection |
| February 24  (face-to-face)  9 am – 5 pm | Topics for Class Discussion:   * Defining and Developing Curriculum for Today’s Students * Breaking Down a Continuous Improvement Plan * Barriers to Closing the Achievement Gap * The Pedagogy of Poverty Versus Good Teaching (article) |
| Week 6  February 25 – March 3 | Reading:  Bernhardt – p. 49-56; How We Got to Where We Are: Looking Across all of the Data  Johnson – p. 69-82; Talking About Data  Assignment due March 5 by 11:59 pm  Curriculum Presentation |
| Week 7  March 4 –  March 10 | Reading:  Bernhardt – p. 57-68; What is Working and What is Not Working: Delving Deeper into the Data  Johnson – p. 218-239; Using School Indicators to Answer Critical Questions  Assignment due March 12 by 11:59 pm  Reflection on Readings (Canvas) |
| Week 8  March 11 –  March 17 | **Spring Break**  **Enjoy your week off from class!** |
| Week 9  March 18 –  March 24 | Reading:  Bernhardt – p. 69-86; Where We Want to Go: Creating a Shared Vision; How We Can Get to Where We Want to Be  Johnson – p. 249-270; Will We Know When It When We See It? Visioning, Planning, and Implementation  Assignment due March 26 by 11:59 pm  Breaking Down a Continuous Improvement Plan: The Good, the Bad, and the Indifferent |
| March 24  (face-to-face)  9 am – 5 pm | Topics for Class Discussion:   * Vision/Mission Statement Building * Meeting the Needs of the Disadvantaged * Evaluating our Efforts * Looking Race in the Face (article) |
| Week 10  March 25 –  March 31 | Reading:  Bernhardt – p. 87-104; Strategies for Teachers: Using Data to Improve Teaching and Learning; Are We Making a Difference?: Evaluating our Efforts and Moving Toward Becoming a Learning Organization.  Assignment due April 2 by 11:59 pm  Reflection on Readings (Canvas) |
| Week 11  April 1 – April 7 | Reading:  Article: “Do We Have the *Will* to Educate All Children?”  Article: “Getting Students to Believe in Themselves”  Assignments due by April 9 by 11:59 pm  Discussion Post |
| Week 12  April 8 – April 14 | Reading:  Article: “Later Start Time for Teens Improves Grades, Mood, and Safety”  Article: “Summer Learning that Sticks”  Assignment due by April 16 by 11:59 pm  Article Analysis/Response |
| Week 13  April 15 – April 21 | Reading:  Article: “PLCs on Steroids – Moving Teacher Practice to the Center of Data Teams”  Article: “The Burden of Inequity – And What Schools Can Do About It”  Assignment due by April 23 by 11:59 pm  Discussion Post |
| Week 14  April 22 – April 28 | Assignments due by April 30 by 11:59 pm  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, and the completion of these tasks will be used to determine participation points.

**Total Points: 150 [Due each Monday, unless otherwise stated by 11:59 pm]**

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 needs to meet the needs of the students. 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.

**Total Points: 50 [Due Monday, March 5 by 11:59 pm]**

1. **Breaking Down a Continuous Improvement Plan: the Good, the Bad, and the Indifferent**

A key component of the continuous improvement process is the development of a Continuous Improvement Plan (CIP). For this activity, you will are going to breakdown the CIP to determine the key components of the plan and its intended impact on student achievement. In essence, you are looking to determine how well the plan is written and determine the intendent student population(s) that are being targeted throughout the plan. You will list the goals, strategies, and activities associated with the academic goals, and provide your analysis on those key areas based on the Bernhardt text, Data, Data Everywhere: Bringing all the Data Together for Continuous School Improvement. In your analysis, you will provide feedback on how well written (or not written) the goals are along with determining if the strategies and activities are aligned to meet the goal. As you review the CIP, think about the timeframe, resources and students targeted with each goal to determine if this is an effective plan moving forward for the school.

**Total Points: 100 [Due: Monday, March 26 by 11:59 pm]**

1. **Critical Analysis Paper – Closing the Achievement Gap – 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. 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). Your paper should be a minimum of 15 pages, including references.

*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 (\_\_\_\_/75 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. Be sure you are focusing on trends in the research!

**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: 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 | 150 |
| 1. Curriculum Presentation | 50 |
| 1. Breaking Down a CIP | 50 |
| 1. Critical Analysis Paper | 150 |
| **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.