**EDLD 8310/8316**

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

**Spring 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

Spring 2020

**Class Time:** Saturday, January 18, February 22, and March 21; 9 am – 5 pm

**Class Location:** Haley Center 2461

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

Cell: 334.703.0339\* preferred

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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**: January 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 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**:

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

Horn, M.B. & Staker, H. (2015). Blended: Using Disruptive Innovation to Improve Schools. San Francisco, CA, Jossey-Bass.

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 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, February 18 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 Sunday, March 1 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 Tuesday, March 17 by 11:59 pm.

**Total Points: 50 [Due Tuesday, March 1 and March 17 by 11:59 pm 35 points for your critiques; 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. 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.

**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. 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: Tuesday, April 21 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 your recommendations.

**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 paper you are expected to write, you should have at least 10-15 references used in your paper!

**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**

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

|  |  |
| --- | --- |
| **Week** | **Major Topics/Assignments** |
| **Weekend 1**  **Saturday, Jan 18**  **(face-to-face)**  **9 am – 5 pm** | Reading: (Prior to Class)  Blended Introduction (Read Carefully)  Curriculum Chapter 1 – Defining Curriculum Leadership  Class Activities:  -Syllabus Review  - Curriculum Presentation  -Critical Analysis Paper  -Critical Issues in Education |
| Week 1  Jan 12 – Jan 18 | Reading:  Blended Chapter 1 – What is Blended Learning?  Curriculum Chapter 2 – A Curriculum Leadership Journey  Assignment due January 21 by 11:59 pm  Week 1 |
| Week 2  Jan 19 – Jan 25 | Reading:  Blended Chapter 2 – Are all Classrooms Going to Blend?  Assignment due January 28 by 11:59 pm  Week 2 Assignment  Article Summary #1/Response should be completed by 2/4 |
| Week 3  Jan 26 – Feb 1 | Reading:  Blended Chapter 3 – Start with the Rallying Cry  Curriculum Chapter 3 – Principal Expectations as Curriculum Leader    Assignment due February 4 by 11:59 pm  Week 3 Assignment  Article Summary Response #1 |
| Week 4  Feb 2 – Feb 8 | Reading:  Blended Chapter 4 – Organize to Innovate  Curriculum Chapter 4 – The Principal’s Role in Curriculum Change and Innovation  Assignments due February 11 by 11:59 pm  Week 4 Assignment |
| Week 5  Feb 9 – Feb 15 | Reading:  Blended Chapter 5 – Motivate the Students  Assignment due February 18 by 11:59 pm  Week 5 Assignment  Curriculum Presentation (online presentation) |
| Week 6  Feb 16 – Feb 22 | Reading:  Blended Chapter 6 – Elevate Teaching; Chapter 7 – Design the Virtual and Physical Setup  Assignments due February 25 by 11:59 pm  Week 6 Assignment  Article Summary #2/Response should be completed by 3/3 |
| **Weekend 2**  **Saturday, Feb 22**  **(face-to-face)**  **9 am – 5 pm** | Topics for Class Discussion:   * Defining and Developing Curriculum for Today’s Students * Barriers to Closing the Achievement Gap * Technology in the Classroom |
| Week 7  Feb 23 – Feb 29 | Reading:  Blended Chapter 8 – Choose the Model  Assignments due March 3 by 11:59 pm  Week 7 Assignment  Article Summary Response #2 |
| Week 8  Mar 1 – Mar 7 | Reading:  Blended Chapter 9 – Create the Culture  Curriculum Chapter 5 – Curriculum Leadership in Action  Assignment due March 10 by 11:59 pm  Week 8 Assignment  Curriculum Presentation Response |
| Week 9  Mar 8 – Mar 14 | **Spring Break** |
| Week 10  Mar 15 – Mar 21 | Reading:  Blended Chapter 10 – Discover Your Way to Success  Curriculum Chapter 6 – Where the Action is: Building Relationships with Teachers  Assignment due March 24 by 11:59 pm  Week 10 Assignment  Article Summary #3/Response should be completed by 3/31 |
| **Weekend 3**  **Saturday, Mar 21**  **(face-to-face)**  **9 am – 5 pm** | Topics for Class Discussion:   * Building Curriculum/Improving Instruction * Meeting the Needs of the Disadvantaged * Evaluating our Efforts |
| Week 11  Mar 22 – Mar 28 | Reading:  Blended Chapter 11 – Conclusion  Curriculum Chapter 7 – Systematically Integrating Curriculum and Instruction  Assignment due March 31 by 11:59 pm  Week 11 Assignment  Article Summary Response #3 |
| Week 12  Mar 29 – Apr 4 | Reading:  Curriculum Chapter 8 – Professional Learning and Curriculum Leadership  Assignment due April 7 by 11:59 pm  Week 12 Assignment |
| Week 13  Apr 5 – Apr 11 | Reading:  Curriculum Chapter 9 – The Principal and Legislated Learning: Working the System and the Prospects of Curriculum Renewal  Assignment due April 14 by 11:59 pm  Week 13 Assignment  Article Summary #4/Response should be completed by 4/28 |
| Week 14  Apr 12 – Apr 18 | Reading:  Curriculum Chapter 10 – Trailblazing Digital Curriculum Leadership 101  Assignment due April 21 by 11:59 pm  Week 14 Assignment  Critical Analysis Paper |
| Week 15  Apr 19 – Apr 25 | Reading:  “Summer Learning that Sticks” (article found on Canvas)  Assignment due April 28 by 11:59 pm  Week 15 Assignment  Article Summary Response #4 |
| Course Evaluation | Reading:  None  Assignments due May 1 by 11:59 pm  Course Evaluations (both informal and formal) |

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.