**EDLD 8310**

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

**Summer 2021**

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**Office Hours:**

**by appointment**

**Educational Foundations, Leadership & Technology**

**Auburn University**

**College of Education**



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**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Summer 2021

**Class Time:** Saturday, May 22\*, June 26, July 10, and July 24; 9 am – 5 pm

\*I have a conflict for May 22 and will be in discussion with the class to schedule our first session.

**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]

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

Office Hours: By Appointment

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

**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**: April 2021

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**:

Glatthorn, A.A., Jailall, J.M., & Jailall, J.K. (2017). The Principal as Curriculum Leader: Shaping what is taught and tested. Thousand Oaks, CA: Corwin.

Lalor, A.D. (2017). Ensuring High-Quality Curriculum: How to design, revise, or adopt curriculum aligned to student success. Alexandria, VA: ASCD.

Whitaker, T., Zoul, J., & Casas, J. (2015). What Connected Teachers Do Differently. New York: Routlege.

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. [Critical Analysis Paper, Interview – Curriculum Development]

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. [Curriculum Presentation, Reading]

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

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. [Critical Analysis Paper, Interview – Curriculum Development, Curriculum Presentation, Reading]

e) Promote the effective use of technology in the service of teaching and learning. [Reading; Critical

Analysis Paper]

f) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. [Journal Article Summary/Response; Critical Analysis Paper]

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

You are expected to attend each ZOOM 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, in 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; 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. You will want to focus on a program that is making an impact academically and can be used to supplement the curricular programs offered at your school. Your presentation should include an overview of the program/activity that is being used, its impact on student achievement, and overall considerations for educators (what are the important details to know to implement this program into a school). Be sure to give us specific details and data to support this program. 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 idea to teachers that you would want 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 Monday, June 28 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 decide if you want to incorporate the program into your school.

1. Please have your presentation posted by Monday, June 28 by 11:59 pm to give time to for your classmate to review and provide a critique. The critique should be posted by Monday, July 5 by 11:59 pm.
2. Once the critique is posted, then you will respond to the feedback and answer any questions from the presentation response by Saturday, July 19 by 11:59 pm.

**Total Points: 50 [Due Monday, July 5 and July 19 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 that are related to increased student achievement 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 in Canvas 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: 80 [Due: Check syllabus for specific dates as this varies; each article summary is worth 15 points with the responses valued at 5 points each. You only submit one article per due date!]**

1. **Interview – Curriculum Development**

Students are expected to interview the curriculum specialist (or central office employee that is responsible for curriculum decisions/implementation) to gain a better idea what it means to develop/implement curriculum at the school level. This is an open-ended interview and the questions you develop should illicit substantial responses that can be used for you to develop a summary of the interview.

Areas that you want to discuss include, but are not limited to, meeting state mandates, how does testing affect curricular decisions, how much autonomy is given to teachers to implement curriculum, what are the major differences between elementary, middle, and high school curriculum development?

The goal of this assignment is to give you an idea of what is needed to design and implement curriculum within a school system and determine what areas of growth you feel you need to follow-up as you complete this course to better understand your role as a curriculum leader.

**Total Points: 60 [Due Monday, July 12 by 12:59 pm]**

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: Monday, August 2 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. Remember that the goal is to improve student achievement and this section of your paper should address how this can be done based on the research you have found.

**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.

|  |  |
| --- | --- |
| **Assignment** | **Points Possible** |
| 1. Participation in Weekly Class Discussions and Activities (5 x 20 points each) | 100 |
| 1. Curriculum Presentation | 60 |
| 1. Curriculum Presentation Critique and Response | 50 |
| 1. Article Summaries and Responses (4 x 20 points each) | 80 |
| 1. Interview – Curriculum Development | 60 |
| 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 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.

|  |  |
| --- | --- |
| **Week** | **Major Topics/Assignments** |
|  | If there is a reason you are unable to submit an assignment by the due date, please email me immediately! Please do not wait until after the assignment is due to ask for an extension! |
| **Weekend 1**  **Saturday, May 22**  **(ZOOM)**  **1 pm – 5 pm** | Class Activities:   * Syllabus * Critical Issues in Education * Curriculum Connections |
| Week 1  May 23 – May 29 | Reading:  *Principal Chapter 1* – What it Means to Be a Curriculum Leader: Post Race to the Top, the Era of Common Core of State Standards (CCSS) and the Every Student Succeeds Act of 2015 (ESSA); *Chapter 2* – Some Current Trends in Curriculum, Instruction, and Assessment in the Era of ESSA and CCSS.  *Connected* – Introduction  Assignment due May 31 by 11:59 pm  Week 1 |
| Week 2  May 30 – June 5 | Reading:  *Principal Chapter 3* – The Five Curriculum Levels: National, State, District, School, and Classroom; *Chapter 4* – Importance of the Principal  *Curriculum* – *Introduction* – The “Big Picture” of Curriculum; *Consideration 1* – Organizing Centers  Assignment due June 7 by 11:59 pm  Article Summary #1/Response should be completed by 6/14 |
| Week 3  June 6 – June 12 | Reading:  *Principal Chapter 5* – State Policies and Frameworks; *Chapter 6* – District Curricula  *Curriculum – Consideration 2* – Alignment to Standards    Assignment due June 14 by 11:59 pm  Week 3 Assignment  Article Summary Response #1 |
| Week 4  June 13 – June 19 | Reading:  *Principal Chapter 7* – Developing Vision and Goals; *Chapter 8* – Rethinking the Programs of Studies; *Chapter 9* – Committing to a Learning-Centered Schedule and Protection of Instructional Time  *Connected – Key Connector 2*  Assignments due June 21 by 11:59 pm  Article Summary #2/Response should be completed by 6/28 |
| Week 5  June 20 – June 26 | Reading:  *Principal Chapter 10* – Integrating the Curriculum; *Chapter 11*- Aligning the Curriculum; *Chapter 12* – Monitoring the Curriculum Implementation Process  *Curriculum – Consideration 3* – Standards Placement and Emphasis  Assignment due June 28 by 11:59 pm  Week 5 Assignment  Curriculum Presentation (online presentation)  Article Summary Response #2 |
| **Weekend 2**  **Saturday, June 26**  **(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  June 27 – July 3 | Reading:  *Principal Chapter 13* – Making Yearly Planning Calendars and Curriculum Maps; *Chapter 14* – Developing Units of Study  *Curriculum Consideration 4* – Assessment Types and Purposes; *Consideration 5* – Curriculum-Embedded Performance Assessments  Assignments due July 5 by 11:59 pm  Article Summary #3/Response should be completed by 7/12  Curriculum Presentation Critique Posted |
| Week 7  July 4 – July 10 | Reading:  *Principal Chapter 15* – Enriching the Curriculum and Remediating Learning; *Chapter 16* – Evaluating the Curriculum  *Curriculum Consideration 6* - Instruction  Assignments due July 12 by 11:59 pm  Week 7 Assignment  Article Summary Response #3  Interview – Curriculum Development |
| **Weekend 3**  **Saturday, July 10**  **(ZOOM)**  **9 am – 5 pm** | Topics for Class Discussion:   * Building Curriculum/Improving Instruction * Meeting the Needs of the Disadvantaged * Evaluating our Efforts |
| Week 8  July 11 – July 17 | Reading:  *Principal – Chapter 17* – Curriculum Leadership: Putting it all Together  *Connected – Key Connector 2; Key Connector 3*  Assignment due July 19 by 11:59 pm  Article Summary #4/Response should be completed by 7/26  Curriculum Presentation Response Posted |
| Week 9  July 18 – July 24 | Reading:  *Curriculum Consideration 7* – Resources that Support Instruction  *Connected – Key Connector 6; Key Connector 7*  Assignment due July 26 by 11:59 pm  Week 9 Assignment  Article Summary Response #4 |
| **Weekend 4**  **Saturday, July 24**  **(ZOOM)**  **9 am – 5 pm** | Topics for Class Discussion:   * Curriculum Connections * Next Steps |
| Week 10  July 25 – July 31 | Reading:  *Curriculum Consideration 8*: Success with Your Curriculum  *Connected: Key Connector 8*  Assignment due August 2 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.