**EDLD 8310**

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

**Summer 2023**

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

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**Office Hours:**

**by appointment**

**Educational Foundations, Leadership & Technology**

**Auburn University**

**College of Education**

**EDLD 8310**

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

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Summer 2023

**Class Time:** Saturday, May 20, June 24, July 8, and July 22 (only if needed); 9 am – 5 pm

**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: jasoncbryant@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**: May 2023

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 Educators Do Differently. New York: Routlege.

1. **Course Description**: This course is designed to apply transformative leadership in design, delivery, and evaluation of curriculum in a wide variety of organizational settings. Students will work to develop a conceptual framework for curriculum and instruction to apply to their organizational setting. 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/Attendance**

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. This grade is based on your class attendance and meaningful responses to the weekly activity and your engagement in class. There are five (5) weekly activities for you to complete: Week 1, 3, 5, 7, 9 – worth 20 points each for 100 points, and you will receive 25 points for actively engaging in each class session (100 points). If you cannot attend a weekly class session, points will be deducted unless it is an approved university excuse.

**Total Points: 200 [Due each Monday, unless otherwise stated by 11:59 pm; each weekly assignment is 20 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/Higher Education 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/university. 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/administrators 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: 60 [Due Monday, June 26 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 26 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 3 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 22 by 11:59 pm.

**Total Points: 50 [Due Monday, July 3 and July 22 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. At the end of your summary of the interview, you should also include a section on what areas of growth you feel you need to develop as you continue to learn.

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 10 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 (1) current trends are related to achievement gaps, (2) recommendations from research on closing those gaps, and (3) 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, etc.). Your paper should be a minimum of 15 pages, including references.

**Total Points: 150 [Due: Monday, July 31 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 |
| 1. Attendance
 | 100 |
| **TOTAL** | **600** |

Final grades will be determined according to this scale:

 **A 540 – 600 points**

 **B 480 – 539 points**

 **C 420 – 479 points**

 **D 360 – 419 points**

**F 359 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 20****(ZOOM)****9 am – 5 pm** | Class Activities:* Syllabus
* Critical Issues in Education
* Curriculum Connections
 |
| Week 1May 21 – May 27 | 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* – IntroductionAssignment due May 29 by 11:59 pmWeek 1  |
| Week 2May 28 – June 3 | 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 CentersAssignment due June 5 by 11:59 pmArticle Summary #1/Response should be completed by 6/12 |
| Week 3June 4 – June 10  | Reading:*Principal Chapter 5* – State Policies and Frameworks; *Chapter 6* – District Curricula*Curriculum – Consideration 2* – Alignment to Standards Assignment due June 12 by 11:59 pmWeek 3 Assignment Article Summary Response #1 |
| Week 4June 11 – June 17 | 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 19 by 11:59 pmArticle Summary #2/Response should be completed by 6/26 |
| Week 5June 18 – June 24 | 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 EmphasisAssignment due June 26 by 11:59 pmWeek 5 Assignment Curriculum Presentation (online presentation)Article Summary Response #2 |
| **Weekend 2****Saturday, June 24****(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 6June 25 – July 1 | 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 AssessmentsAssignments due July 3 by 11:59 pmArticle Summary #3/Response should be completed by 7/10Curriculum Presentation Critique Posted |
| Week 7July 2 – July 8 | Reading:*Principal Chapter 15* – Enriching the Curriculum and Remediating Learning; *Chapter 16* – Evaluating the Curriculum*Curriculum Consideration 6* - InstructionAssignments due July 10 by 11:59 pmWeek 7 AssignmentArticle Summary Response #3Interview – Curriculum Development |
| **Weekend 3****Saturday, July 8****(ZOOM)****9 am – 5 pm** | Topics for Class Discussion:* Building Curriculum/Improving Instruction
* Meeting the Needs of the Disadvantaged
* Evaluating our Efforts
 |
| Week 8July 9 – July 15 | Reading:*Principal – Chapter 17* – Curriculum Leadership: Putting it all Together*Connected – Key Connector 2; Key Connector 3*Assignment due July 17 by 11:59 pmArticle Summary #4/Response should be completed by 7/24Curriculum Presentation Response Posted |
| Week 9July 16 – July 22 | Reading:*Curriculum Consideration 7* – Resources that Support Instruction*Connected – Key Connector 6; Key Connector 7*Assignment due July 24 by 11:59 pmWeek 9 Assignment Article Summary Response #4 |
| **Weekend 4****Saturday, July 22****(ZOOM)****TBD** | Topics for Class Discussion:* Curriculum Connections
* Next Steps
 |
| Week 10July 23 – July 29 | Reading:*Curriculum Consideration 8*: Success with Your Curriculum*Connected: Key Connector 8*Assignment due July 31 by 11:59 pmCritical 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.