

Florida Agricultural and Mechanical University

Professional Education Unit
Tallahassee, Florida 32307



COURSE SYLLABUS	
Course Number: EDG 6250	Course Title: Curriculum Design and Development
Prerequisite(s): None	
Course Credit: 3 semester hours	Course Hours: 3 per week
College: Education	Required Text(s):
Department: Educational Leadership and Human Services	<p>Glatthorn, Allan A., Boschee, Floyd, & Whitehead, Bruce M. (2009). <i>Curriculum Leadership: Strategies for Development and Implementation</i>. Thousand Oaks, CA: SAGE Publications.</p> <p>Marzano, Robert J., Pickering, Debra J., & Pollock, Jane E. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Marzano, Robert J. (2007). <i>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Course Requirement: TaskStream. All students are required to purchase TaskStream for their TaskStream e-portfolio from the School Bookstore. (Mandatory) TaskStream Course Enrollment Code: 7A8GXU</p> <p>Course Requirement: William Cecil Golden Website: http://www.floridaschoolleaders.org/ Students are required to register on the School Leaders website.</p> <p>Course Website: There is an accompanying website for this course. You may access this website through http://fam.blackboard.com. The information contained in this syllabus is contained on the website as a reference.</p>

	<p>Supplies: APA Manual, 6th Edition</p> <p>Resources:</p> <p>Tallahassee, FL: Florida Department of Education Florida Statutes (F.S.) [Access K-20 Education Code] Link:http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes&CFID=34364106&CFTOKEN=95172166</p> <p>Florida Administrative Code (F.A.C.) [aka.State Board Rules] Link: http://www.flrules.org/gateway/Division.asp?DivID=195</p>
Faculty Name: Dr. Lavetta Henderson	<p>Term and Year: Spring 2011</p> <p>Place and Time: 444 Gamble Street, Room 115 Monday 5:30 - 8:30</p>
Office Location: Dr. Henderson 444 Gamble Street, Bldg. 62, Room 204	<p>Telephone: 850-561-2792</p> <p>e-mail: lavetta.henderson@famu.edu</p>

Office Hours	Monday By Appt.	Tuesday 1:00 – 3:00 pm	Wednesday By Appt.	Thursday 10:00 am – 12 Noon	Friday By Appt.	Saturday
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Course Description

This course is designed to provide an overview of curriculum and development issues. Emphasis will be placed on theories, research and instructional practices and their interrelatedness as a basis for decision-making in providing leadership for constructing and providing educational programs using technology, assessment and management.

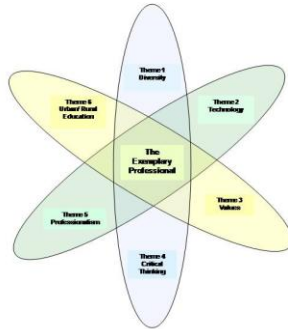
Course Purpose

The purpose of this course is to expose candidates to concepts in curriculum development and design including curriculum, standards, instruction, management, assessment, research, leadership, and continuous school improvement.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the

mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:



DIVERSITY

•CF 1

•Through this focal area, the FAMU professional education candidate will:

CF: 1.1 (K)	Understand diverse backgrounds of individuals.	ELCC: 2.2b	FPLS: 6.2, 6.4,	
CF: 1.2 (S,D)	Acquire the skills & dispositions to understand & support diverse student learning.	ELCC: 2.3b		
CF: 1.4 (S)	Practice strategies such as: acceptance, tolerance, mediation & resolution.			

TECHNOLOGY

•CF 2

•Through this focal area, the FAMU professional education candidate will:

CF: 2.3 (K)	Know fundamental concepts in technology.	ELCC: 2.2c	FPLS: 7.2, 7.3	
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VALUES

•CF3

•Through this focal area, the FAMU professional education candidate will:

CF: 3.1 (S)	Work with colleagues in a professional manner.			
CF: 3.2 (S)	Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.	ELCC: 3.1a		

CF: 3.3 (S,D)	Show respect for varied (groups) talents and perspectives.			
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CRITICAL THINKING

•CF4

•Through this focal area, the FAMU professional education candidate will:

CF: 4.1 (K)	Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.	ELCC: 2.2a, 2.3a	FPLS: 2.2, 2.4, 2.12, 5.6,	FELE: 1.1.3, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.4.1,
CF: 4.3 (D)	Value critical thinking and self-directed learning as habits of mind.			
CF: 4.5 (S)	Demonstrate the use of higher order thinking skills.			

PROFESSIONALISM

• CF 5

• Through this focal area, the FAMU professional education candidate will:

CF: 5.1 (K)	Know the content.	ELCC: 2.2a 2.2b 2.2c	FPLS: 2.1, 2.4, 2.8,2.12, 2.13, 8.2 8.3,8.5, 8.6, 8.7, 8.8, 8.10	FELE: 1.1.1, 1.1.3, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.4.1, 1.4.2, 1.15.1, 1.16.1
CF: 5.4 (K,S)	Use major concepts, principles, theories & research related to the development of children and adults.	ELCC: 2.3b		FELE: 1.4.2
CF: 5.5 (S)	Construct learning opportunities that support student development & acquisition of knowledge & motivation.	ELCC: 2.3b	FPLS: 5.8	
CF: 5.6 (S)	Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.	ELCC: 2.2a		

URBAN/RURAL EDUCATION

•CF6

•Through this focal area, the FAMU professional education candidate will:

CF: 6.1 (S)	Be able to work in school settings with varied levels of human and material resources.	ELCC: 4.2b		
CF: 6.2 (S,D)	Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.			
CF: 6.4 (S)	Communicate effectively with students' parents and the community.		FPLS: 2.9	

Overall Goals of the Course

This course will assist the professional educator with acquiring the knowledge and skills essential to improving instruction and instructional programs. The course will focus on the primary responsibilities of the school administrator in facilitating teaching and learning. The course will provide candidates with an understanding of school cultures, curriculum development, instruction, motivation theories, leadership theories, interpersonal skills, technical skills, program of evaluation, and developmental supervision.

Specific Behavioral Objectives

By the conclusion of this course, the candidate will be able to:

1. Demonstrate an understanding of the importance of educational leadership in creating a collegial school culture that believes in and employs practices to assure success for all students.
2. Demonstrate an expanded knowledge of curriculum, instruction, student assessment, professional development, and program evaluation.
3. Demonstrate an increased awareness of the sequence of steps in development and the roles and relationships in curriculum development and implementation.
4. Demonstrate an increased awareness of supervision, leadership, and motivation.
5. Demonstrate an understanding of technical skills in planning, decision making, presenting, observing, researching, and evaluating instruction.
6. Demonstrate an understanding of interpersonal behaviors available to supervisors.

7. Demonstrate an understanding of instructional supervision, and adult learning and development.

8. Demonstrate an understanding of the change process.

Standard Crosswalk

Assignment	Behavioral Objectives	FELE Subtests	Professional Organizations ELCC	FPLS	PEU Conceptual Framework
Critical Task 1 School Data Review, Problem Identification, & Problem Solving	<p>1. Analyze and evaluate a school’s data, and identify a problem based on the data analyses and evaluation.</p> <p>2. Identify scientifically based research applications to effective teaching and learning methods.</p> <p>3. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.</p> <p>4. Identify instructional delivery methods that enhance student learning and achievement.</p> <p>5. Identify instructional objectives to facilitate varying levels of learning.</p> <p>6. Identify age-appropriate learning strategies based on principles of human growth and development.</p>	<p>1.2.5, 1.2.6, 1.2.7, 1.4.1, 1.4.2 1.15.1</p>	<p>1.1a, 1.1b, 1.2a, 2.2a, 2.2b, 2.3a, 2.3b, 2.3c, 3.1a</p>	<p>2.2, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 7.2</p>	<p>1.2, 1.4, 3.2, 5.1, 5.4, 5.5, 6.2, 6.4</p>
Critical Task 2 School-Wide	<p>1. Review a school’s performance data and its</p>	<p>1.1.4, 1.2.5,</p>	<p>2.3c, 2.4b, 4.2b</p>	<p>2.1, 2.2,</p>	<p>1.2, 1.4, 3.2, 4.1, 4.3, 5.1,</p>

Professional Development Plan	climate survey data to determine if and what relationships exist between the two data sets. 2. Create a research-based and/or evidence-based school-wide professional development plan that addresses the needs of the instructional program and incorporates the essential plan components.	1.3.1, 1.3.2		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13 7.2	5.4, 5.5, 6.2, 6.4
Critical Task 3 Educational Standards Review	1. Identify a curriculum strand of a subject area in two states and explain the appropriateness of the progression of concepts and skills from kindergarten through high school. 2. Explain how the types of knowledge and skills are addressed at the same grade level in the two states selected. 3. Explain how the content and specificity of the benchmarks compare in the two states selected.	1.4.1, 1.4.2	2.2b	2.8 7.2	4.5, 5.1

William Cecil Golden Florida School Leadership Program

This program is aligned to Florida’s Principal Leadership Standards and includes web-based resources to support an ongoing culture of continuous school improvement that can be used by all school districts and schools. Students are encouraged to explore this site and use the resources. Some assignments in this course include resources from this web-site.

National and State Standards Addressed in the Course

Professional Organization/Learned Society Standards

Educational Leadership Constituent Consortium (ELCC) Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors (National Policy Board for Education Administration)

Standard 1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Element	Indicator
1.1 Develop a Vision of Learning	<ul style="list-style-type: none">a. Candidates develop a vision of learning for a school that promotes the success of all studentsb. Candidates base this vision of relevant knowledge, theories, including but not limited to an understanding of learning goals and learners' needs, schools as interactive social and cultural systems, and social and organizational change
1.2 Articulate a Vision of Learning	<ul style="list-style-type: none">a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote student success by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Element	Indicator
2.2 Provide Effective Instructional Programs	<ul style="list-style-type: none">a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materialsb. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of curriculum that fully accommodates learners' diverse needsc. Candidates demonstrate the ability to use

	and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement
2.3 Apply Best Practice	<ul style="list-style-type: none"> a. Candidates demonstrate ability to assist school personnel in understanding and applying best practices for student learning b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement
2.4 Design Comprehensive Professional Growth Plans	<ul style="list-style-type: none"> b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Element	Indicator
3.1 Collaborate with Families and Other Community Members	<ul style="list-style-type: none"> a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of development and management, including research and data driven decision making with attention to indicators of equity, effectiveness and efficiency

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Element	Indicator
4.2 Respond to Community Interests and Needs	b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Element	Indicator
6.1 Understand the Larger Context	a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context

Florida Educational Leadership Examination (FELE) Competencies and Skills

FELE Subtest #1: Instructional Leadership	Competencies and Skills
1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process	<ul style="list-style-type: none"> 1. Given a scenario, assess the curriculum and school-wide professional development needs of an instructional program 3. Given a school data set, determine an appropriate instructional improvement strategy 4. Identify functions and implications of various curriculum designs
2. Knowledge of instructional leadership standard as related to research-based best practices	<ul style="list-style-type: none"> 5. Identify scientifically based research applications to effective teaching and learning methods 6. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement 7. Identify instructional delivery methods that enhance student learning and achievement
3. Knowledge of instructional leadership standard as related to school culture	<ul style="list-style-type: none"> 1. Given data from a school climate survey, identify appropriate strategies for improving student learning

	2. Given data from a school climate survey, identify factors contributing to morale and performance
4. Knowledge of instructional leadership standard as related to instructional design, teaching, and learning	<ol style="list-style-type: none"> 1. Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning 2. Identify age-appropriate learning strategies based on principles of human growth and development
15. Knowledge of learning, accountability, and assessment standard as related to measurement of effective student performance	1. Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement
16. Knowledge of learning, accountability, and assessment standard as related to assessment instruments and their applications	1. Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs

Florida Principal Leadership Standards (FPLS) and Program Indicators (FAMU)

Florida Principal Leadership Standard	Program Indicator
2.0 Instructional Leadership: High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to candidate learning, especially in the area of reading and other foundational skills	<ol style="list-style-type: none"> 2.1 Facilitates meaningful professional development in order to improve instruction 2.2 Recognizes student achievement as the outcome of instruction 2.3 Understands the importance of a professional learning community 2.4 Uses data to inform decisions about instruction 2.5 Links the school vision to instructional leadership 2.6 Recognizes the imperative for instructional leader to monitor the teaching and learning environment for improvement 2.7 Understands the change process 2.8 Demonstrates ability to align curriculum and instruction with standards 2.9 Understands the importance of parent and community involvement 2.10 Is aware of contemporary research and best practices in multiple subject areas

	<p>2.11 Communicates essential beliefs about student learning and achievement</p> <p>2.12 Demonstrates knowledge of curriculum and effective pedagogical strategies</p> <p>2.13 Has a repertoire of supervisory skills to improve teaching and learning</p>
<p>5.0 Decision Making Strategies: High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement</p>	<p>5.1 Considers the impact of decisions on stakeholders</p> <p>5.4 Understands that events and problems can have a variety of explanations</p> <p>5.6 Uses data to inform decision making</p> <p>5.8 Supports student learning when making curricular and instructional decisions</p>
<p>6.0 Diversity: High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community</p>	<p>6.2 Understands the implications of a diverse school staff</p> <p>6.4 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization</p>
<p>7.0 Technology: High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities</p>	<p>7.2 Uses technology as a personal productivity and instructional tool</p> <p>7.3 Understands the role of technology in the teaching and learning process</p>
<p>8.0 Learning, Accountability, and Assessment: High Performing Leaders monitor the success of all candidates in the learning environment, align the curriculum, instruction, and assessment processes to promote effective candidate performance and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process</p>	<p>8.1 Has high expectations for students and staff</p> <p>8.2 Makes curriculum decisions based upon data and research</p> <p>8.3 Makes instructional decisions based upon student achievement outcomes</p> <p>8.5 Ensures curriculum and instruction alignment with standards</p> <p>8.6 Uses multiple sources of data to inform decision making, curriculum and instructional improvement</p> <p>8.7 Demonstrates an understanding of the methods and principles of program evaluation</p> <p>8.8 Demonstrates ability to evaluate instructional strategies and materials</p> <p>8.10 Identifies strategies to improve student achievement</p>

**Florida Agriculture and Mechanical University Professional Education Unit (PEU)
Conceptual Frameworks Standards**

Area	Indicator
1.0 Diversity	<ol style="list-style-type: none"> 1. Demonstrate understanding of diverse backgrounds of individuals 2. Demonstrate diverse student learning through differentiated instruction 4. Practice responsive strategies that foster acculturation, mediation, and resolution
2.0 Technology	<ol style="list-style-type: none"> 3. Demonstrate knowledge of fundamental concepts in technology
3.0 Values	<ol style="list-style-type: none"> 1. Work with colleagues in a professional manner 2. Use clear and accurate communication with students, families and other stakeholders 3. Promote perspectives, ideas, people, and culture
4.0 Critical Thinking	<ol style="list-style-type: none"> 1. Demonstrate an understanding of a variety of instructional/professional strategies to encourage student development of critical thinking and performance 3. Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind 5. Demonstrate the use of higher order thinking skills
5.0 Professionalism	<ol style="list-style-type: none"> 1. Know the content 4. Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation 5. Construct learning opportunities that support student development and acquisition of knowledge and motivation 6. Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom
6.0 Urban and Rural Education	<ol style="list-style-type: none"> 1. Demonstrate the ability to work in school settings with varied levels of human and material resources 2. Demonstrate the ability to work in school settings that focus on rural/urban

	<p>context with opportunities and challenges that these opportunities provide</p> <p>4. Communicate effectively with students' parents and the community</p>
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Topical Outline

Disclaimer: This is a tentative course syllabus and the instructor reserves the right to make changes and modifications.

Week 1	1/10/11	Introductions/Course Overview/ Course Syllabus/Requirements
Week 2	1/17/11	Holiday – Martin Luther King, Jr. Birthday
Week 3	1/24/11	Introduction to Curriculum and Instruction History of Curriculum Read Chapter 1 The Nature of Curriculum Read Chapter 2 Curriculum History: The Perspective of the Past Access William Cecil Golden Leadership Website and complete training module (a) Introduction to Student Achievement Data.
Week 4	1/31/11	Curriculum Theory Politics of the Curriculum Read Chapter 3 Curriculum Theory Read Chapter 4 The Politics of Curriculum Article Summary/Critique/Presentation Due
Week 5	2/07/11	Developmental Tasks of Students Classroom Walkthrough Due Field Experience: Curriculum Improvement Assessment Instrument Due for Review and Approval
Week 6	2/14/11	Scientific-ly-Based Instructional Practice and Student Learning Text: <i>Classroom Instruction That Works: Research- Based Strategies for Increasing Student Achievement</i> William Cecil Golden Leadership Module:

**Introduction to Student Achievement Data
Due**

Week 7	2/21/11	<p>Scientifically-Based Instructional Practice and Student Learning Instructional Design and Practice Field Experience: Curriculum Improvement Assessment Instrument and Analysis Narrative Due</p>
Week 8	2/28/11	<p>Midterm Exam Field Experience: Teacher Interviews Narrative Due</p>
Week 9	3/07/11	Spring Break
Week 10	3/14/11	<p>Instructional Design and Practice Standards and the Curriculum <i>Text: The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</i> Critical Task 1 School Data Review, Problem Identification, & Problem Solving TaskStream Artifact Due</p>
Week 11	3/21/11	<p>Curriculum Planning Curriculum Design Professional Development Read Chapter 5 Curriculum Planning Read Chapter 7 Improving a Field of Study Read Chapter 8 Processes for Developing New Courses and Units Read Chapter 11 Aligning the Curriculum Field Experience: Principal Interview Narrative Due</p>
Week 12	3/28/11	<p>Curriculum Development Curriculum Implementation Read Chapter 8 Processes for Developing New Courses and Units Read Chapter 10 Curriculum Development and Implementation Critical Task 2 School-Wide Professional Development Plan TaskStream Artifact Due</p>
Week 13	4/04/11	<p>Curriculum Alignment Curriculum Integration</p>

		Read Chapter 6 Improving the Program of Studies Read Chapter 11 Aligning the Curriculum Read Chapter 13 Current Developments in the Subject Fields Read Chapter 14 Current Developments Across the Curriculum Read Chapter 15 Individualizing the Curriculum Field Experience: District Level Curriculum Coordinator or Supervisor Interview Narrative Due
Week 14	4/11/11	Curriculum Evaluation Supervision of the Curriculum Read Chapter 9 Supervising the Curriculum: Teachers and Materials Read Chapter 12 Curriculum Evaluation Critical Task 3 Educational Standards Review TaskStream Artifact Due
Week 15	4/18/11	Course Wrap-up Field Experience: Last Day to Submit Documentation of (1)Attendance at School Curriculum and Instruction Meetings, and (2)Attendance at a School-wide Curriculum Professional Development Designed to Improve Teachers' Instructional Performance.
Week 16	4/25/11	Final Exam

Note: This is a tentative course outline and subject to change by the instructor. Course requirements are also subject to change.

Teaching Methods

Instructor presentations
 Student presentations
 Instructor/Student interactions
 Cooperative Learning Groups
 Fieldwork
 Case studies
 Simulations
 Online searches/resources

Course Evaluation

Evaluation in the course will be based on professional attitude, class attendance, class participation, written and oral assignments, readings, on-line assignments, examinations, and projects. The quality of the work you submit counts in the consideration of your grades. Grades are determined by the quality of student performance.

Grading

Grading Scale A=100-90 B=89-80 C=79-70 D=69-60 F=Below 60

Grading Rubric F=Favorable A=Acceptable M=Marginal U=Unsatisfactory

Favorable performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "F" (Favorable) products and assigned a numerical score in the range of 90-100.

Acceptable performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending theory with practice. Products meeting these criteria will be determined as "A" (Acceptable) products and assigned a numerical score in the range of 80-89.

Marginal performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills,

analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” (Marginal) products and assigned a numerical score in the range of 70-79.

Unacceptable performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, and (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending theory with practice. Products meeting these criteria will be determined as “U” (Unacceptable) products and assigned a numerical score in the range of 60-69.

Assessments/Assignments

Assignments have been coded to specific competencies and skills determined by the Educational Leadership Constituent Consortium = ELCC, Florida Educational Leadership Examination Competencies and Skills – 2008 = FELE C&S, Florida Principal Leadership Standards = FPLS, and the Professional Education Unit Conceptual Framework Standards = CF. Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit counts. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments:

- . All students are expected to maintain absolute integrity and a high standard of individual honor in academic work as defined in the Florida A&M University Graduate *Code of Student Conduct*.
- . Preparation for and participation in discussions and activities is an integral part of this course and is subject to individual, group, and instructor evaluations as part of the final grade.
- . Assigned Readings are the responsibility of each student (textbooks, professional journals, websites).
- . Assignments
- . Exams

A. Critical Tasks:

1. Critical Task 1 School Data Review, Problem Identification, & Problem Solving

Candidates will:

- a. Go to the DOE website and select a school, a grade level, and content area and interview at least two school personnel about how to address issues resulting from your evaluation of the data. Integrates interviews, citations from appropriate texts and articles and information on developmental tasks. To correct the problem indicated in the review of data, the candidate will:
 - i. Identify at least three scientifically-based research applications to effective teaching and learning methods. (1.2.5)
 - ii. Identify at least three practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement. (1.2.6)
 - iii. Identify at least three instructional delivery methods that enhance student learning and achievement. (1.2.7)
 - iv. Identify at least three instructional objectives to facilitate varying levels of learning. (1.4.1)
 - v. Identify at least three age-appropriate learning strategies based on principles of human growth and development. (1.4.2)

This paper should be no longer than 15 double spaced pages. Make sure to include references in APA format. This course requirement is to be uploaded to College TaskStream. The Critical Task 1 Rubric is located in TaskStream in *Course Documents*. PEU CF1.2, 1.4, 3.2, 5.1, 5.4, 5.5, 6.2, 6.4/FPLS 2.2, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 7.2/ELCC 1.1a, 1.1b, 1.2a, 2.2a, 2.2b, 2.3a, 2.3b, 2.3c, 3.1a/ FELE Subtest 1.2.5, 1.2.6, 1.2.7, 1.4.1, 1.4.2, 1.15.1.

2. Critical Task 2: School-Wide Professional Development Plan

Candidates will:

- a. Based on information obtained in Critical Task 1, assess the curriculum and create a school-wide professional development plan to address the needs of an instructional program. Use previous data and use information obtained from the Climate Survey. Is there correlation between school performance and the climate survey?

This paper should be no longer than 15 double spaced pages. Make sure to include references in APA format. Upload to College TaskStream. The Critical Task 2 Rubric is located in TaskStream in *Course Documents*. PEU CF 1.2, 1.4, 3.2, 4.1, 4.3, 5.1, 5.4, 5.5, 6.2, 6.4/FPLS 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 7.2/ELCC 2.3c, 2.4b, 4.2b/FELE Subtest 1.1.4, 1.2.5, 1.3.1, 1.3.2

3. Critical Task 3: Educational Standards Review

Candidates will:

- a. Compare the standard of two different states in terms of their developmental appropriateness, and the type and specificity of content. You will evaluate how well educational standards and benchmarks that have been adopted by two states for the same subject area reflect the developmental tasks of students. You may want to check out state-sponsored websites. You might have to contact another state department of education directly to obtain a copy of their standards. In your report, identify the subject area and strand and the two states you are comparing. Provide an explanation of each of the following questions:
 - i. How appropriate is the progression of concepts and skills from kindergarten through high school? Do both states expect the same types of knowledge and skills at the same grade level?
 - ii. How do the two states compare regarding the content and degree of specificity of the benchmarks?

This paper should be no longer than 15 double spaced pages. Make sure to include references in APA format. Upload to College TaskStream. The Critical Task 3 Rubric is located in TaskStream in *Course Documents*. CF 4.5, 5.1/ELCC 2.2b/FELE Subtest 1.4.1, 1.4.2/FPLS 2.8, 7.2.

B. Classroom Walkthrough (CWT):

Candidates will:

- a. Visit two different classrooms at two different schools to observe the work of the classroom teacher. As a school administrator, a vast majority of your work will include classroom visitations. The following are key items:
 - i. Look for evidence of student achievement outcomes
 - ii. Alignment of curriculum and standards

- iii. Evidence of level of teaching according to Bloom’s Taxonomy
- iv. Teacher’s ability to address diversity
- v. Differentiated instruction
- vi. Use of instructional technology

Write a brief formative observation that you would share with each teacher observed. The purpose of CWT is to help principals and assistant principals become more effective instructional leaders. It provides them with a structure for seeing the important elements of effective instruction and tools for capturing information about patterns of instruction throughout their school. The information they gather as they walk through classrooms becomes a focus for reflection and dialog with teachers about instruction. PEU CF 4.5, 5.1, 6.2/FPLS 2.2, 2.6, 2.8, 2.11, 2.12, 2.13, 6.2, 6.4, 7.3/ELCC 2.2b, 2.4b/FELE Subtest 1.2.6, 1.4.1, 1.5.1.

C. Midterm Examination

Candidate will:

Demonstrate an understanding of concepts of curriculum and instructional leadership covered in class. PEU CF 3.3, 4.1, 4.5, 5.4, 6.1/FPLS 2.2, 2.4, 2.5, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 5.1, 5.4, 5.6, 5.8, 7.3, 8.2, 8.3, 8.10/ELCC 6.1a/FELE Subtest 1.1.3, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.4.1, 1.4.2, 1.15.1, 1.16.1.

D. Final Examination

Candidate will:

Demonstrate an understanding of concepts of curriculum and instructional leadership covered in class. PEU CF 1.1, 2.3, 3.3, 4.1, 4.3, 4.5, 5.1, 5.4, 5.5, 6.1, 6.2/FPLS 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 5.2, 5.3, 5.4, 5.6, 6.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 8.8, 8.10/ELCC 2.2a, 2.2b, 2.3a, 2.3b, 2.3c, 2.4b, 6.1.a/ FELE Subtest 1.1.1, 1.1.3, 1.25, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.4.1, 1.4.2, 1.16.1.

E. Class Participation/Online Assignments

During the course of the semester, the candidates will be given various assignments and quizzes. Students are expected to participate in class discussions and activities. In addition, all candidates must acquire a password/login to the following website: www.FloridaSchoolLeaders.org. Candidates will access the William Cecil Golden Leadership Website and complete training module (a) Introduction to Student

Achievement Data. Candidates should submit to the EDG 6250 course instructor, a copy of the following from the Module Introduction to Student Achievement Data: 1) Copy of your Module Pre-Test results, 2) Copy of your Module Post-Test results, and 3) Your Personal Reflections on the Module in terms of the Florida Principal Leadership Standards and the Florida A & M University PEU Conceptual Framework Standards. PEU CF 1.1, 1.4, 2.3, 3.1, 3.3, 4.1, 4.3, 4.5, 5.1, 5.4, 5.5, 5.6, 6.1, 6.2/FPLS 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 5.1, 5.4, 5.5, 5.6, 5.7, 6.2, 6.4, 7.2, 7.3, 8.1, 8.2, 8.5, 8.6, 8.7, 8.8/ELCC 1.1a, 1.1b, 2.2b, 2.3a, 2.3b, 2.3c, 3.1a, 4.2, 6.1.a/FELE Subtest 1.1.1, 1.1.3, 1.1.4, 1.25, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.4.1, 1.4.2, 1.15.1.

F. Curriculum Article Summary/Critique Presentation

1. Read an article from a professional periodical or journal (reviewed or “refereed” by an editorial board, on one of the following topics: Curriculum Theory, Politics of Curriculum, Curriculum Planning, Curriculum Design, Curriculum Development, Curriculum Alignment, Curriculum Evaluation, Trends and Issues in Curriculum, or Curriculum Leadership.
2. Prepare a written Critique of your selected article using APA style. A copy of the selected article should be attached with the Critique.

Include the following items in your Critique:

Your Name

Course Number, Course Title, Semester

Introduction

Title of Article

Bibliographic Citation (Use APA format)

One or two sentence summary of the article

Body/Supporting Paragraphs

A summary of the article in your own words

Critically evaluate the article.

What did you think about the article?

Who is the targeted audience for this article?

Did it have scientific merit (Did it contribute to the knowledge base?)

Does it have a research base? Is the research base timely (10 years or less)?

How did the author(s) support the ideas presented?

What is the author’s bias? Are opposing arguments addressed competently?

How well was the article written?

Problems identified with the article

Benefits contributed by the author

How will you incorporate the information you read in the article into your life or do you reject it? Why? You may agree with some points and

disagree with other points.
Implications for additional research

3. Prepare a powerpoint presentation of your critiqued article.
4. Present your powerpoint presentation of your critiqued article to the class.

PEU CF 4.3, 4.5, 5.1, 5.6/FPLS 2.10, 5.6, 7.2, 7.3/ELCC 2.2c.

G. Field Experiences Logs, Narratives, and Reflections

Description of Field Experience(s) Related to Curriculum Improvement and Student Achievement.

Submit the following field experience documentation as evidence of Florida Principal Leadership Standards and Florida Educational Leadership Examination competency and skills acquisition using a written narrative for each field experience situation reflecting on the curriculum improvement and student achievement experience.

1. Attend curriculum and instruction meetings conducted at the school.
2. Attend a school wide curriculum professional development designed to improve teachers' instructional performance.
3. Interview with a Practicing Principal

Use the Florida Principal Leadership Standards (FPLS), Standards 2.0 Instructional Leadership and 8.0 Learning, Accountability, and Assessment as the interview protocol.

4. Evaluate instructional strategies and materials.
5. Develop a curriculum improvement needs assessment instrument. Submit to course professor for review and approval. Obtain permission from a school principal to administer the curriculum needs assessment instrument to teachers. Conduct a data analysis and provide feedback to the principal and teachers.
6. Identify 5 teachers at an elementary, middle, or high school (ideally the same grade level). Interview these teachers to determine their needs for curriculum improvement. Offer your assistance to explore curriculum improvement. Access Internet sites and acquire research information. Submit documentation relative to teachers' curriculum improvement needs.
7. Interview a district level curriculum coordinator or supervisor. Ascertain from the interview district wide or school level weaknesses. Reflect,

research, write, and present a report to the coordinator or supervisor that contains recommendations for curriculum improvement

ELCC 2.2.a, 2.2.b, 2.3.a, 2.3.b, 2.3.c./ FPLS 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10/FELE 1.1, 1.2, 1.3, 1.4, 1.5, 1.15.

Course Policies

All assignments submitted for consideration of a grade are to be word processed and are due on the date and time specified in the syllabus or by course professor. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date and time. Additional penalties will continue for each week that assignment is not submitted. Plagiarism is unethical and unacceptable. Essays, papers, tests and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledge. APA style should be utilized for papers assigned for grading purposes. Supervisory responsibilities for teachers and administrators are a part of public education.

Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Class attendance will be taken each class period. Students tardy for class three times will result in an absence. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings. The course grade will be negatively impacted if a student exceeds three unexcused absences.

Cell phones, Blackberries, and PDAs should be turned off or placed on vibrate during the entire class period.

Dispositions: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Advanced Level Student Professional Dispositions

Advanced Level Student Professional Dispositions	Indicators
Professional Behavior	<ul style="list-style-type: none"> a. is punctual and regularly attends class b. has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable) c. presents oneself in a professional manner both in demeanor and appearance d. handles feelings appropriately (emotional management) e. maintains integrity and high professional standards f. works in a reliable, dependable manner, utilizing initiative g. seeks opportunities for professional development and actively participates in professional organizations h. demonstrates the appropriate use of personal technology during class i. demonstrates academic honesty
Effective Communication	<ul style="list-style-type: none"> a. communicates effectively in a professional manner using standard English language and appropriate tone for the situation b. is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly c. is willing to share information and ideas in a mutually respectful manner d. utilizes and models active listening and appropriate feedback skills
Professional Practice	<ul style="list-style-type: none"> a. is curious, willing to experiment with new ideas and techniques, and is receptive to change b. analyzes and evaluates concepts and clinical practices c. experiments, evaluates, and initiates innovative practices d. demonstrates a willingness to review and analyze research and/or conduct research on his/her own e. recognizes the individual differences that distinguish his/her students from one

	<p>another and takes into account these differences in behavior of students</p> <p>f. is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment</p> <p>g. continually deepens knowledge of practice and student learning</p> <p>h. understands the roles of assessment, including the roles of standards and outcomes in assessment</p>
Systematic Thinking	<p>a. critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice</p> <p>b. thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result</p> <p>c. thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice</p> <p>d. conducts self assessment through reflection in problem solving</p>

Policy Statement on Non-Discrimination: It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy: The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct.

ADA Compliance: To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

Included in the Topical Calendar.

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**RESERVE THE RIGHT TO CHANGE
THIS SYLLABUS AT ANY TIME**

Field Experiences
Educational Leadership Master's Degree Program Course Field Experience(s) Log

Professor: Lavetta Henderson

Semester: Spring 2011

Course	Standard(s): ELCC/FPLS/ FELE C & S/	Description of Field Experience(s) Related to Curriculum Improvement and Student Achievement	Duration of Field Experience (Hours)	Product/Assessment Rubric F=4, A=3 M=2, U=1
EDG 6250	ELCC 2.2a, b, 2.3a-c/ FPLS 2.1-2.13, 8.1-8.10/ FELE Subtest 1 C & S 1,2,3,4,5, 15/	<ol style="list-style-type: none"> 1. Attend curriculum and instruction meetings conducted at the school. 2. Attend a school wide curriculum professional development designed to improve teachers' instructional performance. 3. Interview with a Practicing Principal Use the Florida Principal Leadership Standards (FPLS), Standards 2.0 Instructional Leadership and 8.0 Learning, Accountability, and Assessment as the interview protocol. 4. Evaluate instructional strategies and materials. 5. Develop a curriculum improvement needs assessment instrument. Submit to course professor for review and approval. Obtain permission from a school principal to administer the curriculum needs assessment instrument to teachers. Conduct a data analysis and provide feedback to the principal and teachers. 6. Identify 5 teachers at an elementary, middle, or high school (ideally the same grade level). Interview these teachers to determine their needs for curriculum improvement. Offer your assistance to explore curriculum improvement. Access Internet sites and acquire research information. Submit documentation relative to teachers' curriculum improvement needs. 7. Interview a district level curriculum coordinator or supervisor. Ascertain from the interview district wide or school level weaknesses. Reflect, research, write, and present a report to the coordinator or supervisor that contains recommendations for curriculum improvement. 	15 hours	<p>Written Narrative reflecting responses to interview protocol and candidate's reflection on curriculum improvement and student achievement.</p> <p>Submit the following field experience documentation as evidence of FPLS and FELE competency and skill acquisition</p> <ol style="list-style-type: none"> 1. Principal Interview Narrative and Reflection 2. Curriculum Improvement Assessment Instrument and Data Analysis Narrative and Reflection 3. Teacher Interviews and Research for Curriculum Improvement Needs Narrative and Reflection 4. Curriculum Coordinator/ Supervisor Interview Narrative and Reflection 5. Attendance at Curriculum and Instruction Meeting Narrative and Reflection 6. Attendance at School-wide Curriculum Professional Development to improve Teachers' Instructional Performance Narrative and Reflection

