



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION
EDUCATIONAL LEADERSHIP DEPARTMENT

1. LOCATOR INFORMATION

Instructor: Dr. Fara Zimmerman
 Course Number and Name: EDAM 671: Curriculum Theories and Instructional Leadership
 Semester: Fall 2009
 Credit Hours: 3
 Course Location & Meeting Time: BU 325, 5:50- 9:00 Thursday

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. COURSE DESCRIPTION

This course provides examination of the literature relating to cognitive development with a primary focus on the application of current effective theories of learning and psychological research to classroom instruction. Attention is also given to relevant human growth and development issues, learning and motivation techniques, the multicultural classroom, and learning styles. An in-depth study of curriculum and instruction issues, including: influencing social forces; emergent curricular designs; planning and implementation models; diversity issues; special needs students; and utilization of instructional technologies/telecommunication. The course is designed to provide comprehensive understanding and skill development for providing effective leadership for curricular design, instructional delivery, staff development, and effective supervision and evaluation of instruction. - *FSU Graduate Catalog*

3. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

4. TEXTBOOK

American Psychological Association (2001). *Publication Manual of the American Psychological Association*. Washington, D.C.

Ellis, A. (2005) *Research on Educational Innovations*. Larchmont, NY: Eye on Education, Inc.

Ornstein, A., Pajak, E. & Ornstein, S. (2007). *Contemporary issues in curriculum*. Boston: Allyn & Bacon.

North Carolina Public School Employee Evaluation.
<http://www.ncpublicschools.org/fbs/personnel/evaluation/>

North Carolina Standard Course of Study. <http://www.dpi.state.nc.us/curriculum/>

Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

5. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

6. Goals

Upon completion of the course, students will:

- understand curriculum in the context of human growth and development issues
- understand curriculum in the context of principles of learning and motivation
- understand the intersection of social forces and curriculum
- explain emergent curricular designs and the dynamic nature of curriculum
- demonstrate use planning and implementation models of curriculum design
- explain the impact of diversity in society and school on issues of curriculum and instruction
- understand models of staff development and the role of school leaders in staff development
- understand the school leader's role in the effective supervision and evaluation of instruction

7. Standards for the Educational Leadership Program:

This course is aligned with the standards of the Interstate School Leaders Licensure Consortium (ISLLC) and Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership

Information on the ISLLC Standards can be retrieved :

<http://www.ccsso.org/content/pdfs/isllcstd.pdf>

Information concerning ELCC can be retrieved at this website:

http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

ISSLC Standards specifically addressed:

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5

A school administrator is an educational leader who promotes the success of students by acting with integrity, fairness, and in an ethical manner.

Standard 6

A school administrator is an educational leader who promotes the success of students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Educational Leadership Constituents Council (ELCC)
Standards for Advanced Programs in Educational Leadership**

ELLC standards specifically addressed:

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students 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.

Standard 3: 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.

Standard 4: 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.

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6: 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.

9. DIVERSITY

Diversity is integrated into this course through various instructional strategies, including: (a) internship assignments related to the leader's response to the increased diversity in the classroom and community, (b) assigned readings and discussions, (c) reflective journal and portfolio requirements, (d) action research projects, and (e) site-base internship clinical experiences. Through these instructional strategies, candidates should: (a) understand diversity in a broader sense; (b) understand the role that diversity plays in leadership, teaching and learning; and (d) practice culturally responsive leadership.

Diversity will be assessed through: (a) an analysis of candidates' behaviors as related to their beliefs, values and commitments displayed throughout the internship, (b) an evaluation of entries in the reflective journal and portfolio, and (c) analysis of responses to assigned readings, and (d) an assessment of the degree to which diversity was addressed in the action research project.

10. TECHNOLOGY

Students and instructor will use Blackboard to disseminate and collect information. Class communication will require extensive use of email. The Internet will be used as a research tool, both to gather information from relevant sites and to gain access to University media resources. Presentations by students will require appropriate technological support. Lesson demonstrations will make use of classroom technology such as LCD panels.

Rubrics for assessment of student work will include ratings for technology, as appropriate.

11. DISPOSITIONS

Dispositions that will be addressed in this course are related to the candidates' beliefs, values, and commitments that are fundamental to school administrators' understanding of the role of school resource allocation as a basis for the success of all students, and to their understanding of the tensions that exist in the establishment of school resource allocation practices as those practices intersect with concepts of address equity, equality and adequacy.

Assessment of dispositions will be completed through evaluation of student projects and will be based on their understanding of the requirements of ISSLC and ELLC Standards 2, 3, 4, 5, and 6.

These standards require school leaders to manage issues of instruction and curriculum in the school efficiently and effectively; act with integrity, fairly, and in an ethical manner; mobilize community resources; understand, respond to, and influence the larger political, social, economic, legal, and cultural context of the school.

Each of the functions noted above is intricately tied to instruction and curriculum in the school, school district, state, and nation.

12. GENERAL REQUIREMENTS

Students are expected to read all assigned material prior to class. Assigned projects are to be turned in on time. It is the responsibility of the student to determine the location and time of the required off-campus activities, and to arrange for the acquisition of supplementary materials that may be required by an activity. Class will begin on time. If an emergency absence is necessary, students are asked to contact the instructor before the class session.

All work is to be typed and adhere to the standards set by APA (5th ed.).

13. EVALUATION CRITERIA

Rubrics for all assignments will be posted on Blackboard, except the midterm and final examinations. Detailed descriptions of all assignments will be posted on Blackboard. Students are urged to contact the instructor for clarification of assignments, if necessary.

The course grading will be based on 200 points, as follows

180- 200	A
179- 160	B
159- 140	C
139- 120	D

- research paper 15 points
- research paper proposal 15 points
- examination: 2 @ 10 points each 20 points
- class participation 20 points
(attendance and group participation)
- issue papers: 10 @ 3 points each 30 points
- group presentation of issues:
6 @ 5 points each 30 points
- school leader interview 15 points
- online activities: 2 @ 15 points each 30 points
- analysis summary 10
- analysis: NC Standard Course of Study 20 points

Total points	200
--------------	-----

14. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
8/20/09	Class orientation; Issues in curriculum and instruction in the modern school	
8/27/09	Philosophies of curriculum	
9/3/09	Intersection of teaching and curriculum	Issue papers for chapters 1,7,13; group reaction for 9, 11, and 12 (Ornstein, Pajak, & Ornstein)
9/10/09	Online	NC SCOS
9/17/09	Curriculum and how students learn	Issue papers for chapters 19, 17; group reaction for 14, 15, 18 (Ornstein, Pajak, & Ornstein); discussion- Ellis, chapters 4, 5
9/24/09	Intersection of curriculum and methods of instruction	Issue papers for 21, 24; group reaction for 22, 25, 27 (Ornstein, Pajak, & Ornstein); discussion- Ellis, chapters 8, 9, 10
10/1/09	Curriculum and supervision	Issue paper for 29; group reaction for 28,30, 32 (Ornstein, Pajak, & Ornstein); discussion- Ellis, chapters 11, 12, 13
10/8/09	Midterm Exam	Parts 1, 2,3: online
10/15/09	Break	
10/22/09	Teacher supervision in NC	TPAI-revised; Professional Educators Evaluation; discussion- Ellis, chapters 14, 15
10/29/09	School policy and curriculum	Issue papers for 36,39; group reaction for 34, 37, 40 (Ornstein, Pajak, & Ornstein) Research papers due Research paper updates
11/5/09	Curriculum alignment and audits: a look at NC and testing	NC SCOS
11/12/09	online	Research paper updates
11/19/09	Curriculum alignment and audits: a look at NC and testing	Research papers due; SCOS
12/3/09	SCOS	SCOS project due; presentations
12/10/09	Final Exam	online

15. TEACHING STRATEGIES

Large and small group activities, individual and group projects, field projects, lecture-discussion, discussion, case studies, and Internet research, guest speakers.

16. UNIVERSITY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

17. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Resources will be posted on Blackboard.