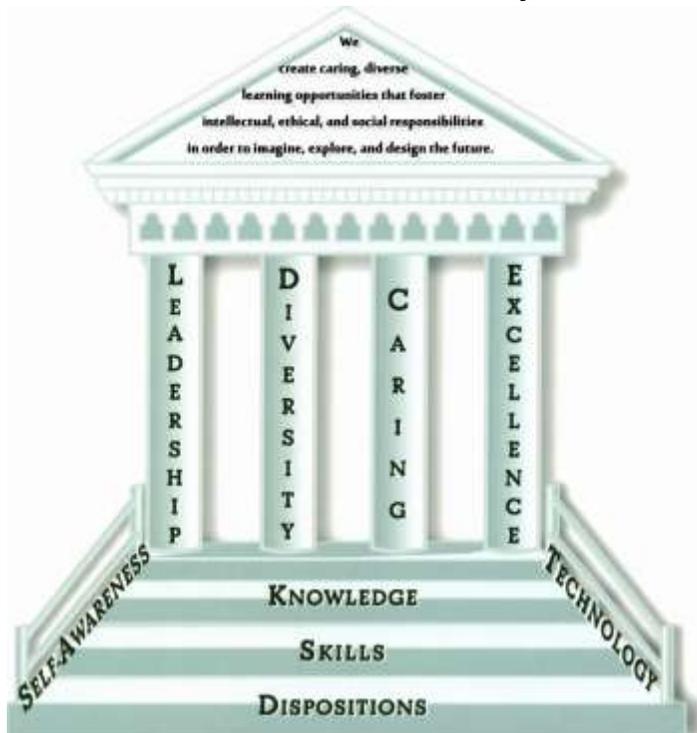




Excellence Diversity Caring Leadership



University of La Verne
Preliminary Administrative
Services Credential Program –
Tier 1

EDMT. 570
Curriculum, Instruction,
and Assessment
3 units (Graduate Credit)

Instructor: Dr. Patricia D.
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- Conference:** By Appointment
- Class Location:** Central Campus
LEO 107
La Verne, CA
- Dates:** February 4, 2009 through May 27, 2010
- Time:** 7:00 p.m. to 9:50 p.m.
- Required Texts:** **Instructional Leadership: A Research-Based Guide to Learning in Schools**, Third Edition, by Anita Woolfolk Hoy and Wayne Kolter Hoy, Copyright 2009. Allyn & Bacon, A Pearson Education Company
- Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning**, by Judy F. Carr and Douglas E. Harris, Copyright 2001. Alexandria, VA: Association for Supervision and Curriculum Development

The Technology Fix: The Promise and Reality of Computers in Our Schools, by William D. Pflaum, Copyright 2004. Alexandria, VA: Association for Supervision and Curriculum Development

Pocket Guide to APA Format. American Psychological Association

The instructor reserves the right to make judgment regarding student work and classroom performance based upon criteria stated in “Course Evaluation:” and “Guidelines for Grading:” which are included in this document.

**CPSEL Standards for the Preliminary Administrative Services Credential
Addressed in this Syllabus**

This course partially meets: Standard 1 – Stewardship of a Shared Vision;
Standard 2 – Culture of Teaching and Learning; Standard 3 – Management of the School;
Standard 4 – Working with Diverse Families and Community; Standard 5 – Personal Ethics and Leadership; and Standard 6 – Political, Social, Legal, and Cultural Understanding

Bulletin Course Description

This course addresses curriculum design, implementation, and evaluation of instructional programs, assessment of student progress, and the uses of technology for instructional and administrative purposes.

Program Relationship

This course is in the area of concentration for those students choosing to earn a Masters Degree and/or the Preliminary Administrative Services Credential.

Prerequisites

None

Goals

The purposes of this course are to provide students with an appropriate foundation for making sound administrative decisions and providing leadership to school-site staff members in the areas of curriculum, instruction, and assessment; and to acquaint the student with the dynamics of curriculum change and the role of technology in the improvement of the instructional program.

Focus on Learning

- Major philosophies and learning theories in American curriculum and instruction that are the basis for contemporary instructional patterns including traditionalism (perennialism), pragmatism (constructivism), idealism, realism, brain-based research, developmentalism, inquiry, and differentiated instruction.
- Facilitation of the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Strategies for advocating nurturing, and sustaining a school culture and instructional program conducive to learning for all students.
- The appropriate roles and interrelationship of pupils, staff, school organizations, parents, and community in curriculum development.
- Procedures for standards-based curriculum development, implementation, and evaluation.
- Supervision and evaluation of standards-based curriculum and instruction, to include:
 - a. Alternative designs of curriculum
 - b. Cognitive development and instructional strategies
 - c. Assessment approaches
- Appropriate use of technology for instructional support, administrative decision- making, and management of data.
- Procedures of standards-based curriculum supervision at site and district levels.
- Align fiscal, human, and material resources to support the learning of all subgroups of students.
- Concepts and techniques of long-term professional development of all staff consistent with the on-going effort to improve the learning of all students.
- Concepts and procedures related to ancillary student services for improvement of teaching and learning.

Course Learning Objectives (Outcomes)

Through the class experiences, readings, assignments, and projects, candidates will:

- Research and apply major philosophies and learning theories in American curriculum and instruction to contemporary patterns (Standard 2).
- Develop a collaborative, collegial plan to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (Standard 1).
- Identify and apply strategies for advocating, nurturing, and sustaining a school culture and instructional program conducive to learning for all students (Standard 2).
- Identify the appropriate roles of pupils, staff, school organizations, parents, and community in curriculum development and evaluation (Standards 4 & 6).
- Identify and apply procedures of standards-based curriculum development, implementation, and evaluation to a real-life, school-wide situation (Standards 2 & 3).
- Use the elements of standards-based curriculum to supervise and to monitor at the site and district levels (Standards 2, 4, & 5), to include:
 - Alternate designs for curriculum
 - Cognitive development and instructional strategies
 - Assessment approaches
 - Strategies that promote equity among diverse student populations
 - Concepts and procedures related to ancillary student services
- Anticipate the impact of technology on the educational program and apply technology to support instructional improvement and administrative decision-making (Standard 2).

- Identify ethnic, racial, cultural, and gender factors in selecting and presenting curriculum materials and in meeting the needs of diverse learners (Standards 1 & 6).
- Identify and apply multimedia technologies to curriculum and instruction for improvement of the instructional program (Standards 1 & 2).
- Identify and apply multiple assessment measures to facilitate improvement of the educational program (Standard 1).
- Plan and implement appropriate staff development opportunities consistent with curricular and instructional needs (Standard 2).
- Develop a plan for communicating information about the school on a regular and predictable basis through a variety of media and modes (Standard 5).

Class Attendance

Regular and prompt attendance at all university classes is required. The instructor may assign extra work, require special examinations, or refuse to grant credit for a course if the number of absences is excessive. Students should ascertain the exact policy of each faculty member at the beginning of each course.

Classroom Conduct

Instructors are responsible for presenting appropriate material in courses, and students are responsible for learning this material. Although it is a student's academic performance that is evaluated in determining grades, student conduct is important in the academic setting. Enrollment in class may be terminated due to unsatisfactory student conduct, undue disrespect towards an instructor or administrator, or academic dishonesty. Each student is responsible for maintaining standards of academic performance established for each course in which he or she is enrolled.

Academic Honesty

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless the instructor specifically defines an exception, students are expected to maintain the following standards of integrity.

1. All tests, term papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
2. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.
3. Deliberately supplying material to a student for purposes of plagiarism is also culpable.

A faculty member who has proof that academic honesty has been violated, may take appropriate disciplinary action, including the refusal of course credit. If a faculty member has reason to suspect academic dishonesty but is unable to prove it, he or she may require additional and/or revised work from the student. A faculty member shall bring to the attention of the appropriate dean all violations of academic honesty. The dean may place on probation, suspend, or expel any student who violates the academic honesty policy.

Library Services

The University of La Verne's Wilson Library is eager to provide assistance to students. For reference help, indexes, books, articles, and journals, please use Library Services. You can get on-line access to the Library by going to <http://www.laverne.edu>. Click on Resources and

Services. Scroll down to Library and click. When the two libraries appear on your screen, click on the name of the Elvin and Betty Wilson Library. When the library page appears on your screen, select the service or topic you wish to access.

Class Schedule

The instructor reserves the right to alter the class schedule. There will be three on-line classes during this semester. You may access them through Blackboard.

February 4, 2010

Introductions and Housekeeping: Review of Syllabus, Finalizing the Calendar for Presentations, Assignments and Discussion of Course Requirements

Today's Topic: Introduction to Philosophical Foundations of the Curriculum based on the four major philosophies that have influenced, and are currently influencing, U. S. public school curriculum. Questions to be answered: What do these philosophies have to say about curriculum, instruction, and assessment? How does each philosophy view students, teachers, and the purposes of schooling?

Homework Assignment: Read Chapter 1 of *Instructional Leadership* and pages 1-25 of *The Technology Fix* and be prepared to discuss the material at the next class meeting. Develop a two-page paper describing the one of the four philosophies of education that you think is most appropriate for schools to be guided by today. The instructor will provide guidelines for you to follow in developing your paper.

February 11, 2010

Debriefing of homework assignment. Student-led discussion of pages 1-25 of *The Technology Fix*.

Today's Topic: The historical struggle to identify and use the most appropriate learning strategies. Hilgard's 14 Points of Agreement. Questions to be answered: How do we help teachers create culturally compatible classrooms? How do we ensure that gender bias does not limit opportunities for both boys and girls? What are some of the current problems in dealing with varying ability levels in our classrooms and how do we create the least restrictive learning environment for all ability levels? We will come back to these

questions at intervals throughout the course. Using a cooperative learning strategy, students will review materials on the learning theories of Bloom, Gardiner, and Piaget.

February 18, 2010

Homework Assignment: Complete the learning theory assignment distributed in class. Read pages 26-47 of *The Technology Fix* and Chapters 2 and 3 in *Instructional Leadership*.

Debriefing of homework assignment. Student-led discussion of pages 26-47 of *The Technology Fix*.

Today's Topic: Brain-based research and what it tells us about learning. How the brain learns mathematics.

Homework Assignment: Read pages 48-56 of *The Technology Fix* and be ready to discuss on March 18.

February 25, 2010

On-line Class: "Principles of Brain-based Research" and "Memory and Storage Systems." How memory lanes can be used to help the brain learn. Assignment instructions and all materials needed to complete the assignment can be found on Blackboard.

March 4, 2010

On-line Class: "Assessment that Works." Designing assessments that appeal to the memory lanes of the brain and help with recall. Assignment instructions and all materials needed to complete the assignment can be found on Blackboard.

March 11, 2010

On-line class: Using differentiated instruction to meet the needs of diverse students.

March 18

Spring Break

March 25, 2010

Student-led discussion of pages 48-56 of *The Technology Fix*. Debriefing of on-line homework assignments.

Today's Topic: Introduction of Benchmark Activity and Action Planning.

Homework Assignment: Identify the topic of your curriculum, instruction, or assessment action plan. Read chapters 1-5 of *Succeeding with Standards*. Read pages 59-77 of *The Technology Fix* and be prepared to discuss on March 25.

April 1, 2010

Debriefing of homework assignment. Student-led discussion of pages 59-77 of *The Technology Fix*. Continuation of discussion on Action Planning.

Today's Topic: Making it possible for students with differing ability levels, and who are ethnically and culturally diverse, to successfully motivate themselves.

Homework Assignment: Complete homework assignment distributed in class. Read pages 78-87 of *The Technology Fix* and be prepared to discuss on April 1. Also, read Chapter 5, Motivation, in *Instructional Leadership*.

April 8, 2010

Debriefing of homework assignment. Student-led discussion of pages 78-87 of *The Technology Fix*.

Today's Topic: Classroom Management. Creating and maintaining a positive learning environment. Dealing with discipline problems. Strategies for assisting teachers who need help with classroom control and organization.

Homework assignment: Read the chapter on Classroom Management, chapter 7, of *Instructional Leadership* and be prepared to discuss in class. Read pages 88-102 of *The Technology Fix*.

April 15, 2010

Debriefing of reading assignment in *Instructional Leadership*. Student-led discussion of pages 88-102 in *The Technology Fix*.

Today's Topic: Effective Teaching. A review of some of the most effective teaching strategies as identified through research. Basic instructional design and its role in effective teaching.

Homework Assignment: Read chapter 6 on Teaching in *Instructional Leadership*. Be prepared to discuss on April 15. Read pages 103-119 in *The Technology Fix* and be prepared to discuss on April 15.

April 22, 2010

Debriefing of reading assignment in *Instructional Leadership*. Student-led discussion of pages 103-119 in *The Technology Fix*.

Today's Topic: More on Action Planning.

Homework Assignment: Read Chapters 6-8 in *Succeeding with Standards*.

April 29, 2010

Debriefing of homework assignment. Student-led discussion of pages 120-135 of *The Technology Fix*.

Today's Topic: Metacognition and its role in the classroom. Introducing metacognitive strategies at the elementary level and building on them throughout the K-12 system.

Homework Assignment: Complete homework assignment distributed in class. Read pages 136-149 in *The Technology Fix*. Be prepared to discuss in class. Read Chapter 8 in *Instructional Leadership*.

May 6, 2010

Debriefing of homework assignment. Student-led discussion of pages 136-149 in *The Technology Fix*.

Today's Topic: Assessing student learning. Formative classroom assessment and its use as a tool to improve student achievement.

Homework Assignment: Complete homework assignment distributed in class. Read pages 151-169 in *The Technology Fix*.

May 13, 2010

Debriefing of homework assignment. Student-led discussion of pages 151-169 in *The Technology Fix*.

Today's Topic: What have we learned and what will we look for in the curriculum, instruction, and assessment programs we will supervise in the future?

Homework Assignment: Complete Benchmark Action Plan and be prepared to present next week.

May 20, 2010

Students will begin presenting their Action Plans. Each student presentation will include handouts that provide a précis of the action plan and a PowerPoint presentation in which you walk us through the steps of the plan in some depth. Your presentation is to be followed by a short question and answer period in which your classmates and the instructor will ask clarifying questions about your work.

May 27, 2010

Students will complete the presentation of their Action Plans.

Your completed Action Plan must be uploaded to Task Stream. We will discuss this in some depth so everyone feels comfortable in completing this final step.

Course Assessment Plan

For graduate work at the University of La Verne, the grade for acceptable and satisfactory performance is a B (3.0). This implies that the graduate students must perform at or above average level, compared to undergraduate standards. It also implies that C- and D grades are unacceptable in graduate work.

Grades will be assigned using the following scale:

A	=	95	to	100
A-	=	92	to	94
B+	=	89	to	91
B	=	84	to	88
B-	=	81	to	83
C+	=	78	to	80
C	=	73	to	77

Course Evaluation

Attendance and Class Participation	20 points
Student-Led Discussion Assignment	10 points
Homework Assignments	50 points
Benchmark Activity	20 points
Total Possible Points	100

General Guidelines for Grading

1. All papers must be typed, single-sided, and stapled at the upper left corner.
2. A total of 20 points can be earned for class participation. Absences, tardiness, leaving early will reduce the points in this area. Participation means being present and actively engaged in the class proceedings. This includes taking notes, commenting, questioning, attentively listening, and actively participating in discussions. Participation includes completion of assigned reading.
3. Assignments are due on the designated due date. Plan ahead.
4. Find a "study buddy" to give you any notes missed, collect handouts if you are absent, and deliver your papers on the designated due dates. Absence is not an excuse for missing a due date.

Performance Assessment

Benchmark Activity—The Action Plan you will create for your culminating assignment is to be saved and included in your Field Experience Portfolio after it has been graded. This assignment must be successfully completed by all students who are candidates for the Preliminary Administrative Services Credential.

Course Benchmark: Develop a year-long action plan for improving student achievement in your school. Your plan should include:

- An analysis of the school climate for change
- An analysis of all available data
- An articulated vision statement based upon data
- An analysis of prevailing classroom strategies
- Suggestions for improvement
- A plan for staff development
- An identification of barriers to achieving the goals of the plan
- A timeline and budget for implementation
- Communication Plan

It is not necessary to totally implement the plan. However, you must collect and analyze data to support your plan and get suggestions from other staff members in developing your vision statement of what success will look like. The instructor will furnish you with rubrics on how both your written plan and your oral presentation of the plan will be evaluated.

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iversity leadership addresses how leaders at all ranks and organizational levels shape the impact of diversity dynamics in the forces under their command. These dynamics are triggered when servicemembers categorize themselves based on diversity-related identities in ways that affect how work group or unit members communicate and develop trust and unit cohesion. Leadership practices can moderate the way these dynamics evolve and the way in which these dynamics affect work-group performance (Riche, 2005; Kraus & Riche, 2009).¹ Building on the findings contained in the empirical literatu