

CENTRAL WASHINGTON UNIVERSITY

THE CENTER FOR TEACHING AND LEARNING

DEPARTMENT OF TEACHER EDUCATION PROGRAMS

COURSE OUTLINE

- A. School Curriculum
- B. EDAD 582: This course is in the specialty component of the advanced program in Educational Administration and Certification. It provides an overview of curriculum development.
- C. Instructor: _____ Phone: _____
Email: _____
- D. Course Description: School Curriculum (5 credits). Prerequisite or corequisite EDAD 580 or permission of instructor.
Examination of school curriculum for the improvement of instruction and students' learning.
- E. E. Course Rationale: For students enrolled in the Master of School Administration or Administrator Certification Program. This course employs the constructivist model of learning in which students, in interactions with their physical and social environments, create knowledge.
EDAD 582 also meets Washington Administrative Code (WAC) requirements for principals and program administrators.
- F. Texts:
Wiles, Jon and Joseph C. Bondi: Curriculum Development: A Guide to Practice. 7th Edition. Columbus, Ohio: Merrill Publishing, 2007.
- G. Course Performance Standards and Indicators: While completing an approved preparation program, all candidates for school administrator certification in the State of Washington must demonstrate general knowledge and skill competency related to the Interstate School Leaders Licensure Consortium (ISLLC) standards and Washington State Certification standards.

The ISLLC standards were developed by the Interstate School Leaders Licensure Consortium for the Council of Chief State School Officers. These standards were adopted by the State Board of Education in the context of a systemic plan for administrator certification. The Association of Washington School Principals (AWSP) endorses these standards.

ISLLC STANDARDS
Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an Ethical manner.
Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

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H. Student Outcomes: Knowledge, Dispositions, and Performances

- To understand the role of the school administrator in the development, implementation and assessment of curriculum.
- To develop an awareness of the political, philosophical and social forces that impact curriculum development and implementation.
- To understand and discuss current trends/issues in curriculum content areas.
- To learn and apply leadership and team building skills necessary to establish collegial relationships necessary for curriculum development and implementation.
- To begin to understand how the knowledge, dispositions, and performances comprising the integrated **Interstate School Leaders Licensure Consortium (ISLLC) Standards** support and advance the work of school leaders.
- To understand how data is used in making decision that impact curriculum.

Diversity

Through the use of case studies that describe contemporary problems within actual schools, students will have opportunities to acquire and apply knowledge, dispositions, and performances necessary to demonstrate leadership, and to show sensitivity and fairness to all. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of the school social system in order to improve the school-learning environment.

Rubric: ISLLC.1, ISLLC.3, ISLLC.6

Target	Acceptable	Unacceptable
Candidates demonstrate exemplary understanding of identifying major influences on the curriculum and how to connect its design to instructional objectives. Candidates demonstrate exemplary understanding in defining the role of principals in curriculum implementation, and identifying and designing the relationships among the written, taught and tested curriculum.	Candidates demonstrate proficient understanding of identifying major influences on the curriculum and how to connect its design to instructional objectives. Candidates demonstrate proficient understanding in defining the role of principals in curriculum implementation, and identifying and designing the relationships among the written, taught and tested curriculum.	Candidates demonstrate little understanding of identifying major influences on the curriculum and how to connect its design to instructional objectives. Candidates demonstrate little understanding in defining the role of principals in curriculum implementation, and identifying and designing the relationships among the written, taught and tested curriculum.

Technology

Students are required to use **LiveText** to post their portfolio exercises and reflection. Students will be given opportunities to Bibliography/References:

Books

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I. Grading Procedures:

1. Assignment of Points:

- a. Completion of assigned portfolio exercises 25 points
- b. Presentation and or Project, Professor's decision25 points
- c. Reflection20 points
- d. Professional participation/attendance10 points
- e. Take Home Examination20 points

2. Grading Scale:

(A) Range = 100 – 90 points (B) Range = 89 – 80 points (C) Range = 79 – 70 points

J. Bibliography/References:

Books

Bibliography/References:

Books

English, F.W. & Steffy, B.E. (2001). Deep Curriculum Alignment. Scarecrow Press, 4720 Boston Way, Lanham, Maryland.

Moran, Mary C. (2007). Differentiated Literacy Coaching. Association for Supervision and Curriculum Development. Alexandria, Virginia.

Marzano, R.J. & Waters, T. and McNulty Brian A. (2005) School Leadership that Works. Association for Supervision and Curriculum Development. Alexandria, Virginia.

Tomlinson, Carol Ann. (1999). The Differentiated Classroom Responding to the Needs of All Learners. Association for Supervision and Curriculum Development. Alexandria, Virginia.

Wiggins, Grant & McTighe, Jay. (1998). Understanding by Design. Association for Supervision and Curriculum Development. Alexandria, Virginia.

Selected Journals

Educational Leadership ASCD
Educational Technology
Elementary School Journal
Journal of Educational Research
Middle School Journal
Phi Delta Kappan

Professional Association Guidelines

Educational Leadership Council (ELCC)
National Council for Accreditation of Teachers (NCATE)
National Policy Board for Education Administration (NPBEA)
State of Washington Administrative Code: WAC 78A-165

K. ADA Statement:

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact the instructor during the first week of classes so that appropriate modifications can be provided. You may also wish to contact the ADA Compliance Officer, Director, ADA Affairs and Students Assistance on campus at 963-2171 for additional disability related educational accommodations.