COURSE NUMBER: EDG 6223  Fall, 2006  Fast-Track
COURSE TITLE: Curriculum Leadership
INSTRUCTOR & E-MAIL: Dr. Rose Feinberg  rfeinbe5@fau.edu
                             rosefeinberg4000@cs.com

CATALOG DESCRIPTION:
3 semester hours. This course focuses on historical, theoretical, and practical perspectives of
curriculum and instruction at the national, state, and local levels. This course is designed for
graduate students preparing to assume professional responsibilities as administrators and
curriculum developers in institutions associated with K-12 education.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
As a reflective decision-maker, the student will make informed decisions, exhibit ethical
behavior, and provide evidence of being a capable educational leader by documenting and
presenting knowledge, skills, and dispositions that demonstrate emergent trends and effective
decision making skills related to curriculum development, implementation, evaluation, and
reform.

REQUIRED TEXT

RECOMMENDED TEXT
Rutherford, P. (2002). Instruction for all students. Alexandria, VA:
                             Just ASK Publications. www.askeducation.com

APA STYLE WEBSITES:
http://www.apastyle.org/fifthchanges.html
http://www.english.uiuc.edu/ews/wwworkshop/bibliography/apa/apamenu.htm
REQUIRED JOURNAL READINGS

Available on line at www.ascd.org [go to publications-Educational Leadership newsletter, or other –archives- go to year, month- click on underlined title]

Required articles not on line will be provided.

Note: On line is not part of the reference citation.

[online ASCD Ed Leadership archives, September, 2000]


***Required journal readings for Critical Assignment #1
Philosophy of Curriculum Leadership [You will add other references you choose]

**REQUIRED WEBSITE READINGS:**

*Twenty years after A Nation at Risk*. (2003).

Florida Comprehensive Assessment Test (FCAT).
FCAT Facts. History of FCAT.

Sunshine State Standards: Curriculum, K-12
http://www.firn.edu/doe/curric/prek12/frame2.htm
Florida’s Applied Technology Curriculum Planning Companion
http://www.firn.edu/doe/workforce/title.htm

National Center for Education Statistics
www.nnces.ed.gov

National Education Technology Plan
www.nationaledtechplan.org

No Child Left Behind (NCLB).
http://www.ed.gov/nclb/landing.jhtml

www.ncrel.org/gap/studies/thetop.htm


Understanding by Design
www.ubdexchange.org/resources.html

**RECOMMENDED WEBSITES**
Association for Supervision & Curriculum Development www.ascd.org

See WEB WONDERS in publications-*Educational Leadership* archives]
February, 2006- Web Wonders/Helping struggling students
December 2005/January 2006- Web Wonders/Learning in the digital age
November, 2005- Web Wonders/Assessment to promote learning
December 2004/January 2005- Web Wonders/Educating language learners
November, 2004- Web Wonders/Closing achievement gaps
September, 2004- Web Wonders/Teaching for meaning
December 2003/January 2004- Web Wonders/New needs, new curriculum
September, 2002- Web Wonders/Engaging students
Recommended Websites [continued]

Association for Supervision & Curriculum Development  www.ascd.org

   Educational Leadership (Summer, 2005- online only). Turnaround Schools

Curriculum Mapper  http://www.curriculummapper.com

Education Standards  http://www.Edstandards.org

Electronic School News  www.eschoolnews.org

   Florida Educational Leadership Exam (FELE).
       http://www.fnrn.edu/doe/sas/felehome.htm

Florida School Districts [in our area]
   Broward County School District  www.browardschools.com
   Miami Dade County School District  www.dadeschools.net
   Palm Beach County School District  www.palmbeach.k12.fl.us

   An Evaluation of the Florida A-Plus Accountability and School Choice Program.

   National Assessment of Educational Programs (NAEP). Nation’s Report Card.
       http://www.nnces.ed.gov/nationsreportcard/about/

North Central Regional Education Laboratory, All students reaching the top: strategies for closing academic achievement gaps
       http://www.ncrel.org/gap/studies/thetop.htm

North Central Regional Education Laboratory: The Toolbelt: A collection of data-driven decision-making tools for educators
       www.ncrel.org/toolbelt/index.html

Trends in International Mathematics and Science Study (TIMSS)  http://nces.ed.gov/timss

Understanding by Design  www.ubdexchange.org/resources.html

       www.wallacefoundation.org  [click on education leadership]

Workplace essential skills: Resources related to the SCANS competencies and foundation skills (2000). Research and Evaluation Report series 00-B.
       http://wdr.doleta.gov/opr/fulltext/00-wes.pdf

Curriculum Websites at the end of this syllabus.

GUIDELINES USED TO DEVELOP COURSE OBJECTIVES:
   Florida Educator Accomplished Practices [EAP]
   Interstate Leader Licensure Consortium Standards [ISLLC]
   Florida Principal Leadership Standards [FPLS]
   Florida Educational Leadership Exam [FELE]
   NCATE Recommendations for Technology [NCATE-Technology]
COURSE OBJECTIVES: EDG6223 Curriculum Leadership

Student will

1. Develop beliefs, constructs and theories about curriculum to serve as a contextual framework for making curriculum decisions as an educational leader; and will be able to articulate a well-reasoned educational philosophy and vision about curriculum.
   (EAP 2, 4) (ISLLC 1, 2, 5) (FPLS: Vision, Instructional leadership, Community, Decision making)  
   (FELE: Communication B, D, F; Curriculum B, E)  
2. Survey and apply educational literature, relevant research, legislation, procedures and techniques that impact current practices in curriculum development, implementation, evaluation and reform at the national, state and local levels.
   (EAP 1, 2, 3, 4, 5, 7, 8, 9, 12) (ISLLC 1, 6) (FPLS: Assess, Managing learning environ)  
   (FELE: Curriculum A, B, C, D, E, F)  
3. Develop leadership strategies to promote success for all students and staff professional growth, using student learning as the driving force behind curriculum decisions as curriculum leaders.
   (EAP 3, 5, 7, 9) (ISLLC 2, 3) (FPLS: Instructional leadership, Managing learn environ, Human resources, Decision making, Diversity, Ethical leader)  
   (FELE: Leadership B, C, D, E, F; Curriculum B, C, D)  
4. Demonstrate knowledge about aligning curriculum and instruction in order to promote achievement by a diverse student population, in accordance with federal, state and local regulations and standards.
   (EAP 1, 3, 5, 7, 8, 10, 11) (ISLLC 3, 5) (FPLS: Community, Diversity, Instructional leadership, Managing learning, Accountability)  
   (FELE: Curriculum A, B, C, D)  
5. Identify and implement assessment and evaluation strategies related to leadership of curriculum and programs, including analysis of relevant data and information to promote student success and inform decision-making processes.
   (EAP 1, 3, 4, 5, 7, 11) (ISLLC 3, 5) (FPLS: Managing learning, Accountability, Diversity, Decision making, Ethical lead)  
   (FELE: Curriculum A, B, C, D, E, F)  
6. Demonstrate knowledge of major criteria, organizational patterns and leadership methods related to curriculum development, implementation and evaluation which promote success for all students.
   (EAP 1, 3, 8, 10) (ISLLC 2, 3, 4, 6) (FPLS: Instructional leadership, Human resource, Managing learning, Accountability, Diversity, Ethical lead)  
   (FELE: Curriculum A, B, D, F)  
7. Apply current educational literature and research available on-line pertaining to student achievement, effective current practices in leadership, curriculum issues and the impact of educational technology on the teaching/learning process.
   (EAP 2, 4, 12) (ISLLC 2, 3, 6) ((NCATE-Technology 5, 11, 12) (FPLS: Technology, Instructional leadership, Managing learning, Accountability)  
   (FELE: Technology, D)  
8. Demonstrate knowledge of the critical attributes of effective curriculum leaders, including the ability to apply effective and ethical problem-solving and collaborative decision-making processes for developing and changing curriculum and programs.
   (EAP 2, 6, 9, 10) (ISLLC 1, 4, 5) (FPLS: Ethical lead, Community, Decision making, Managing learning, Instructional leadership)  
   (FELE: Leadership D, E, F; Management B; Curriculum F, E)
EDG 6223: Curriculum Leadership
CONTENT OUTLINE: August 26, September 9, 16, 23, 30, 2006

CLASS ONE: August 26

Overview of Course: Introductions, requirements, assignments, grading
Critical Assignments for the course
What we know and want to know about curriculum
Definitions of curriculum and curriculum terms
Developing well-reasoned educational beliefs based upon an understanding of teaching and learning
Questions discussed:
What is curriculum? Who defines curriculum?
Who creates curriculum? Who decides what is taught?
Current issues in curriculum - curriculum in the news
Impact of educational philosophy on curriculum
Beliefs, constructs, theories about curriculum
Major educational philosophies [including constructivist]
Developing a personal philosophy of curriculum as a curriculum leader
Importance of personal code of ethics embracing diversity, integrity, and the dignity of all people
Standards & curriculum
Florida Department of Education standards
Standard based education
Standards Based Education Planning Process model
Curriculum leadership and student learning
Student learning as the driving force behind curriculum decisions
Overview of curriculum development models and curriculum leadership
Common curriculum designs
Curriculum Reform models - What philosophies do they transmit?
Roles of administrators related to student achievement in school systems
Review of assignments for next session & samples of Critical Assignment #1

TICKET TO LEAVE - to synthesize key points

Due dates:
Required readings and class preparation each session:

| Session 3: [September 16] Critical Assignment #1: Essay: Philosophy of Curriculum Leadership |
| Session 4: [September 23] Website descriptions |
| Session 5: [September 30] Critical Assignment #2: Curriculum Investigation Project |
| Session 5: [September 30] Presentations of Projects |
Assignments due Class 2: September 9
Text: Read for key points
Henson: Preface & Chapter 1 [Intro to curriculum development],
Chapter 2 Social Technological Foundations
Chapter 3: Historical & Philosophical Foundations
Articles:
  Davis, New standards are set...
  R. Marzano, In search of the standardized curriculum.
  McTigue, Backwards design for forward action
  Prensky, Listen to the natives
Website: National Education Technology Plan www.nationaledtechplan.org

Website Assignment: Northwest Regional Educational Laboratory (2004). The
Catalog of School Reform Models. www.nwrel.org/

NCREL Reform Models: http://www.nwrel.org/scpd/catalog/modellist.asp
See table of contents first [copy given in class]- Find two Reform Models
Look for one that relates to your own philosophy
[will include in your philosophy of curriculum paper]
Look for one that is quite different from your own philosophy
Be prepared to share a model you agree with or disagree with and give a rationale related to
philosophies of education

CLASS TWO: September 9

Current educational issues that shape our thinking
Curriculum reform models selected by class members, with rationales
Impact of curriculum leaders’ philosophies on curriculum planning and
development
  Connections to personal philosophy and vision as a curriculum leader
  Influences of education philosophy on curriculum decisions
Historical perspectives that shaped curriculum
  SCANS report and impact on curriculum development
How schools affect society- How society affects schools
  The Eroding Curriculum
What is the Achievement gap and why does it persist?
  Impact of achievement gap on curriculum development and implementation
  90-90-90 Schools
  Key strategies for closing the achievement gap
  Research based High Yield strategies- Marzano
Attribution Theory
Technology: Leadership role in using technology to support curriculum-based
integration practices
  National Education Technology Plan
  Florida Applied Technology Curriculum planning
Ethical considerations and equity issues related to technology
Helping staff utilize innovations, including technology

**Teaching for Understanding [Wiggins & McTigue]**
**Understanding by Design & Backwards Design Model**

**Making curriculum decisions related to standards and student achievement**
- Developing curriculum aligned to state standards, based upon the needs of students, the community and the goals of the school
- Providing leadership to promote achievement by all students

**TICKET TO LEAVE**
Be prepared to write your topic for investigation [Critical Assignment #2]

**Assignments for Class 3: September 16**

- **Critical Assignment #1 due** [Philosophy of Curriculum Leadership]
- **Journal Readings** listed for Critical Assignment #1
- **Henson: Chapter 4 Models of Curriculum**
- **Websites:**  *Sunshine State Standards, Curriculum K-12*
  - *A Nation at Risk* and *Twenty Years after a Nation at Risk*
  - *National Center for Education Statistics*

**CLASS THREE: September 16**

- **Sharing of key points** from Philosophy of Curriculum Leadership essays
- **Models of Curriculum**
  - Types of curriculum
  - Curriculum structures [Elementary-Middle-High School]
- **Standards Based Education curriculum development model** for curriculum planning and class lessons
- **Concept based** curriculum and instruction
- **Aims, goals, objectives** [Henson, Chapter 6]
- **Big picture about curriculum – international, national, state and local**
  - National Assessment of Educational Progress –NAEP
  - Trends in International Math & Science Study-TIMMS
  - Program for International Student Assessment- PISA
  - Progress in International Reading Literacy Study - PIRL
  - United States compared with other countries
- **Promoting multicultural awareness**, gender sensitivity, and racial and ethnic appreciation related to curriculum and instruction
- Culturally responsive schools

- **Curriculum design and Organization**
  - Design & organization of curriculum [Henson, Chapter 5]
  - Curriculum design qualities
  - Questions to guide course and unit planning

- **Curriculum Mapping** as a tool - Heidi Hayes Jacobs
  - Examples and applications
Curriculum leadership at the school level
Developing and implementing a shared vision that places student and faculty learning at the center
Stating a vision of curriculum
Case Study: Integrating and assessing critical thinking across the curriculum
Henson chapter 9
Review of Critical Assignment #2: Curriculum Investigation Project with samples

Assignments for Class 4: September 23
Text: Henson, Chapter 9 [Evaluating instruction & the curriculum]
Chapter 10 [Planning & converting curriculum into instruction]
Article: Barton, Why does the gap persist?
   Bazron, Creating culturally responsive schools-bring to class
   Paliakoff, Closing the gap
   Tomlinson, Reconcilable differences
   Willis & Mann, Differentiating Instruction
Websites: Florida Dept of Education -FCAT
Florida’s Applied Technology Curriculum Planning
No Child Left Behind

Website Assignment: From the list of curriculum & organization websites on the syllabus: Select one curriculum website and one organization website of specific interest to your future curriculum role. List the website name and web address, followed by a paragraph description. Write your name in parentheses after each website. E-mail to me by Thursday of this week so I can compile for the class.
[3 points as part of class contributions]

CLASS FOUR: September 23

Curriculum in the news
Planning and converting curriculum into instruction
   Curriculum content & activities [Henson, Chapter 7]
   Arenas & actors in curriculum planning
   Factors that impact content selection
   Multicultural awareness, gender sensitivity and racial and ethnic appreciations
Leadership for assessment and development of curriculum
   Providing leadership that promotes instruction related to curriculum standards and expectations
More Curriculum and instruction strategies to close the achievement gap
The impact of accountability on curriculum decision-making
   Acting in accordance with federal and state constitutional provisions
   No Child Left Behind [NCLB] legislation and impact
   FCAT [Florida Comprehensive Assessment Test]
Impact of NCLB and FCAT on curriculum and instruction at school, system and state levels [elementary, middle school, high school]

**Using data to inform curriculum decisions and instruction**
Exemplary practices in high accountability school districts

**Differentiated instruction for diverse populations**
Determining effective models of programs and strategies that help students’ achievement, including Exceptional and ESOL students
The learning pyramid
**Current knowledge to help differentiate**: brain-based learning, multiple intelligences, gifted & talented, Exceptional students with special needs, English Language learners

**Leadership for supporting teaching and learning**
Implementation of curriculum through classroom instruction
Use of technology to enrich curriculum, instruction and assessment
Evaluation of curriculum

**Evaluation of curriculum**
Impact of evaluation approaches on instruction
Curriculum development structures relevant to each level
Elementary, Middle School, High School

**Curriculum as a process of decision making**
Areas of curriculum decision making
Using multiple sources of data to inform decisions
Prioritizing the curriculum
Making decisions based on legal, moral and ethical standards

**Revising the curriculum**

**Assignment for Class 5: September 30**
Critical Assignment #2 due: Curriculum Project
Henson: Chapter 8 [Helping People Change]

**CLASS FIVE: September 30**

Revisit charts [Want to Know questions] from the first class
Presentation of Curriculum projects in small groups

**Impact of current and future curriculum trends** on curriculum leaders
[Henson, Chapter 11]

**Making changes in curriculum and instruction**
Planning steps for changes in curriculum/programs
Leadership tasks involved in the change process
Recognizing reasons for resistance to change and helping people change
Facilitators to change and barriers to change

**Case Studies in two groups**
Teaming and Collaborating for Change [Henson, chapter 8]
Action research as an instrument of change [Chapter 1, Henson]

**Leadership and curriculum/program change**
Introducing and implementing revised or new curriculum and programs
Helping parents and others understand the curriculum
Professional development related to curriculum implementation & change

Overview of key concepts about curriculum leadership
Critical attributes of effective curriculum leaders
The meaning of curriculum leadership at all levels
Elementary, Middle School, High School
Websites as useful resources related to curriculum leadership
What's most important about curriculum leadership?
SPOT Evaluation

COURSE REQUIREMENTS and GRADING: EDG 6223  Curriculum Leadership
Dr. Rose Feinberg

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class contributions [readings, websites, tickets to leave...]</td>
<td>25</td>
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<tr>
<td>Critical Assignment #1: Philosophy of Curriculum Leadership Essay</td>
<td>35</td>
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<tr>
<td>Critical Assignment #2: Curriculum Investigation Project</td>
<td>40</td>
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<td>Total possible points for all requirements = 100</td>
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See the following detailed descriptions for each requirement.

C-F = Conceptual Framework connection to assignment
Completion of assigned readings and assignments from text, journals, websites and other sources, synthesizing information and making connections to professional and life experiences; contributing in class : (OBJ 1-8)

C-F: The student gains information to become an informed, reflective decision maker in a curriculum leadership role.

Understanding & knowledge evident in class contributions
Tickets to Leave [4 points each] = 16 points
Website assignment = 3 points
Timely Completion of assignments
No unexcused absences

25 points

CRITICAL ASSIGNMENT #1  35 points
Essay: Philosophy of Curriculum Leadership (OBJ 1, 2, 7, 8) (OBJ 1, 2, 7, 8)
C-F: As reflective decision-makers, students: (1) identify and evaluate relevant text, journal and website content; (2) use reflection and analysis to make connections to personal experiences, other content and experiences in the field; and (3) express in appropriate essay format significant and relevant concepts related to curriculum leadership.

Corresponding FAU COE Behavioral Indicators for Critical Assignment #1:
2.2: Demonstrates the ability to communicate effectively verbally and in writing; 4.2: Demonstrates and models the use of higher-order thinking skills; 7.2 : Shows knowledge of learning and development theories; 8.1: Demonstrates subject matter knowledge; 8.2: Communicates knowledge of subject matter by using the materials and technologies of the field; 12.1: Uses instructional and other electronic tools to gather information

Description of Critical Assignment #1: Philosophy of Curriculum Leadership This essay will demonstrate your ability to articulate your educational philosophy related to curriculum
leadership. Within the essay, express your viewpoints and also select an established educational philosophy and a School Reform Model you agree with. Address the following questions in your essay, including references to key concepts from the course, such as standards, data, effective teaching and the achievement gap. Use citations from readings and website sources to support your statements as you respond to each of the following questions.

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<tbody>
<tr>
<td>[1]</td>
<td>What should be the purpose of education?</td>
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<tr>
<td>[2]</td>
<td>What is most important for students to learn?</td>
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<td>[3]</td>
<td>What should be the role of the teacher in relation to curriculum?</td>
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<td>[4]</td>
<td>What should be the role of the administrator in relation to curriculum?</td>
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<tr>
<td>[5]</td>
<td>What is your vision as a curriculum leader?</td>
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</table>

This paper should be an essay, with paragraphs that flow from one major point to another. Include headings for each component of the rubric and for each question. Your essay should be written in first person from the perspective of the curriculum leader’s role you select. Use APA format for the paper and for the alphabetized reference list.

*Read the rubric carefully to make sure you include all components to meet the criteria.*

**PHILOSOPHY OF CURRICULUM LEADERSHIP CRITICAL ASSIGNMENT #1**

<table>
<thead>
<tr>
<th></th>
<th>EXCEEDS EXPECTATIONS 35 points</th>
<th>MEETS EXPECTATIONS 34 – 23 points</th>
<th>DOES NOT MEET EXPECTATIONS 22 or less points</th>
</tr>
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<tbody>
<tr>
<td>I. Philosophy Statements</td>
<td>[A] An established educational philosophy is selected with clear rationale for choice in relation to curriculum leadership beliefs, supported by two or more citations. [B]. A School Reform Model is selected that represents aspects of your curriculum philosophy, with clear rationale for choice and one or more citations.</td>
<td>[A] An established educational philosophy is selected with rationale for choice in relation to curriculum leadership beliefs, supported by one or more citations. [B]. A School Reform Model is selected that represents aspects of your curriculum philosophy, with rationale for choice and at least one citation.</td>
<td>An educational philosophy is not selected and/or there is inadequate rationale for the educational philosophy. There is inadequate support from reference citations. A School Reform Model is not selected that represents aspects of your curriculum philosophy.</td>
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<tr>
<td>II. Responses to 5 Questions up to 5 points per question</td>
<td>Each of the five questions is clearly and comprehensively addressed from the perspective of a curriculum leader. For each question, there are three or more relevant citations in support of key statements. Important concepts related to curriculum leadership are included.</td>
<td>Each of the five questions is basically addressed from the perspective of a curriculum leader. For each question, there are at least two citations in support of key statements. Most important concepts related to curriculum leadership are included.</td>
<td>Questions are poorly addressed. For each question, there are not at least two citations in support of key statements. Few of the important concepts related to curriculum leadership are included.</td>
</tr>
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### III. References, Writing & Proofreading

<table>
<thead>
<tr>
<th>[A] The reference page includes at least 12 relevant references [i.e. articles, websites] to support key statements in the essay; lists all and only references cited in the essay.</th>
<th>[A]. The reference page includes at least 11 relevant references to support key statements in the essay; lists all and only references cited in the essay.</th>
<th>The reference page does not include at least 11 relevant references to support statements in the essay. The reference page does not list only works cited. Many errors in writing; format not followed.</th>
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<tbody>
<tr>
<td>[B]. There is accurate APA format for citations &amp; references.</td>
<td>[B] There are few errors in APA format for citations &amp; references.</td>
<td>0 points</td>
</tr>
<tr>
<td>[C] No errors in spelling, grammar, punctuation. 6-9 pages of essay; plus references; double spaced, legible font size, headings for questions</td>
<td>[C] Minimal errors in spelling, grammar, punctuation. Prescribed format followed</td>
<td>2-1 points</td>
</tr>
</tbody>
</table>

### CRITICAL ASSIGNMENT #2: Curriculum Investigation Project

**Corresponding FAU COE Behavioral Indicators for Critical Assignment #2:**
1.1: Employs traditional and alternative assessment strategies and uses the data to modify interventions; 1.2: Interprets data from various informal and standardized assessment procedures; 2.2: Demonstrates the ability to communicate effectively verbally and in writing; 4.2: Demonstrates and models the use of higher-order thinking skills; 6.2: Adheres to relevant and professional Codes of Ethics; 8.1: Demonstrates subject matter knowledge; 8.2: Communicates knowledge of subject matter by using the materials and technologies of the field; 11.1: Communicates and cooperates with colleagues and communities; 12.1: Uses instructional and other electronic tools to gather information.

**Description of Critical Assignment #2: Curriculum Investigation Project**

This Curriculum project will enable you to apply leadership skills to collect information, address a problem or situation, analyze data and make recommendations related to curriculum. Ex: curriculum needs assessment, analysis of curriculum related to student achievement, plan for curriculum improvement, curriculum unit evaluation, curriculum change plan, or other pertinent topic. Select a topic that will apply curriculum knowledge/skills related to your goals as a curriculum leader. Use citations to support your statements. In addition, you will interview a principal, system administrator, curriculum specialist or other curriculum leader. The topic and project must be approved by me in advance. **Read the rubric carefully to make sure you include all components to meet the criteria.**
### CRITICAL ASSIGNMENT #2: Curriculum Investigation Project

<table>
<thead>
<tr>
<th></th>
<th>EXCEEDS EXPECTATIONS 40 points</th>
<th>MEETS EXPECTATIONS 39 – 22 points</th>
<th>DOES NOT MEET EXPECTATIONS 21 or less points</th>
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<tbody>
<tr>
<td><strong>1. Description of Curriculum Investigation Project</strong></td>
<td>The description of the project includes: [A] a clearly stated question for investigation related to curriculum leadership [B] a clear rationale for the project; [C] clear explanation of how this project supports your curriculum leadership goals <strong>4 points</strong></td>
<td>The description of the project includes: [A] a stated question for investigation related to curriculum leadership; [B] rationale for the project [C] explanation of how this project supports your curriculum leadership goals <strong>3-2 points</strong></td>
<td>The description of the project does not include all of the required components; and/or those included are not sufficiently meaningful. <strong>1-0 points</strong></td>
</tr>
<tr>
<td><strong>II. Review of Research Related to Investigation Topic</strong></td>
<td>Relevant research from various sources about the topic is clearly and comprehensively described. There are 9 or more different and relatively current reference citations pertinent to the topic to support statements. <strong>10 points</strong></td>
<td>Relevant research from various sources about the topic is described. There are 8 or more different reference citations pertinent to the topic to support statements <strong>9-6 points</strong></td>
<td>Relevant research about the topic is not sufficiently described. There are 7 or fewer reference citations pertinent to the topic. <strong>5-0 points</strong></td>
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<tr>
<td><strong>III. Interview</strong></td>
<td>A meaningful rationale is provided for selecting the person interviewed. A clear summary of 6 or more key points from the interview relevant to the investigation topic is provided. <strong>4 pts</strong></td>
<td>A relevant rationale is provided for selecting the person interviewed. A summary of 5 or more key points from the interview relevant to the investigation topic is provided. <strong>3-2 points</strong></td>
<td>Limited rationale is provided for selecting the person. There is not a clear summary. Fewer than 5 key points are provided. <strong>1-0 points</strong></td>
</tr>
<tr>
<td><strong>IV. Investigation Process, Results, and Recommendations</strong></td>
<td>[A.] The process for investigating the topic is clearly described with specific steps taken to arrive at results and/or recommendations [B] There is clear documentation of key components of the project including analysis of data and information [C] Results and/or recommendations address the question for investigation and are meaningful and clearly stated. <strong>16 points</strong></td>
<td>[A.] The process for investigating the topic is described with steps taken to arrive at results and/or recommendations [B]. There is documentation of key components of the project, including analysis of data/information [C]. Results and/or recommendations address the question for investigation and support the project selected. <strong>15-9 points</strong></td>
<td>The process for investigating the topic is not well described. There is little documentation of key components of the project. Most results or recommendations do not address the question for investigation and do not support the project selected. <strong>8-0 points</strong></td>
</tr>
</tbody>
</table>
V. **Visuals for Project and Presentation to Class Members**

[A]. There are three or more printed visuals you created that clearly present key data and information about the project: charts, graphs, tables, PowerPoint slides or other visuals. [B]. There is a brief [5-8 minutes], clear oral overview of the results or recommendations of the project using visuals that present key information.

| 4 points |

VI. **Citations and Format**

Accurate APA format for citations in essay and for list of references. No errors in spelling, grammar, punctuation.

| 2 points |

Few errors in APA format for citations in essay and/or list of references. Some errors in spelling, grammar, or punctuation.

| 1 point |

There are many errors in APA format, spelling, grammar, or punctuation.

| 0 points |

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**GRADING SCALE IN THIS CLASS FOR FINAL GRADE, BASED ON TOTAL POINTS:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A=95-100</td>
<td>A-= 90-94</td>
</tr>
<tr>
<td>B+= 85-89</td>
<td>B= 80-84</td>
</tr>
<tr>
<td>B-=76-79</td>
<td>C+= 71-75</td>
</tr>
<tr>
<td>C= 66-70</td>
<td>C-= 61-65</td>
</tr>
<tr>
<td>D=56-60</td>
<td>D= 51-55</td>
</tr>
<tr>
<td>D-= 46-50</td>
<td>F=45 or less</td>
</tr>
</tbody>
</table>

**GENERAL OVERALL GRADE POINT AVERAGE [GPA]:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 4.00</td>
<td>B 3.00</td>
</tr>
<tr>
<td>A- 3.67</td>
<td>C 2.00</td>
</tr>
<tr>
<td>B+ 3.33</td>
<td>D 1.00</td>
</tr>
<tr>
<td>B- 2.67</td>
<td>D- 0.76</td>
</tr>
<tr>
<td>C+ 2.33</td>
<td>F 0.00</td>
</tr>
</tbody>
</table>

**TEACHING METHODOLOGIES:**

Case Studies
Group learning experiences
Internet Communication (e-mail, websites)
Interactive Lectures and Class Discussions
Individual and Small Group Class Presentations
Modeling, Research and Simulations
Variously Designed and Executed Investigative Experiences

**AUDIO VISUAL/TECHNOLOGY:**

Computer: E-Mail, Inspiration, Power Point, Word Processing
Overhead Projector, Computer Projector, Laser Disks, VCR, CD-ROM, DVD

**ASSESSMENT PROCEDURES:**

Meaningful class participation
Tickets to leave [written synthesis of key points from class]
Completion of assignments for each session
Essay on philosophy of curriculum leadership
Two Website descriptions
Investigative Project, written and oral Presentations

ATTENDANCE POLICY:
Regular attendance is expected. According to University policy “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful active participation in all class sessions, class discussions, and class activities as well as continuous professional and ethical conduct in class. Reasonable accommodations are made for religious observances, health problems, or death in the immediate family. Unexcused absences will result in loss of letter(s) grade(s) and must be discussed with instructor. Documentation must be provided for excused absences.

STUDENTS WITH DISABILITIES:
“In compliance with the Americans with Disabilities Act (A.D.A.)—Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton in the Student Support Service Building SU 80. Room 133 (297-3880), or in Davie in MOD I (236-1222), or Jupiter SR 117 (561-799-8585) and follow all OSD procedures.

CURRICULUM LEADERSHIP RESOURCES:
BIBLIOGRAPHY

Books:


London: Routledge.


New Jersey: Prentice Hill.

**Journal Articles:**

Alexander, P. (1996). The past, present, and future of knowledge research:
   A reexamination of the role of knowledge in learning and instruction.
   *Educational Psychologist, 31*(2), 89-92.


   *Schools in the middle, 5*(1), 35-36.

   *Tech Trends, 4*(6), 19-22.

   32-34.


   (4), 22-29.

   *Educational Psychologist, 31*(2), 105-113.

   (4), 6-10.

Goldhaber, D. & Hannaway, J. [2004]. Accountability with a kicker: Observations on the
   Florida A+ accountability plan. *Phi Delta Kappan, 85*(8), 598-605.


**Journals:**
*American Educational Research Journal (AERA)*
*American School Board Journal*
*American Secondary Education*
*Curriculum Inquiry*
*Curriculum Studies*
*Educational Technology*
*Educational Leadership (ASCD)*
*Educational Researcher*
*Educational Technology Research and Development*
*Elementary School Journal*
*Evaluation and Program Planning*
*Evaluation Review*
*Florida Technology in Education Quarterly*
*Harvard Educational Review*
*High School Journal*
*Instructional Science*
*Journal of Curriculum and Supervision*
*Journal of Education*
*Journal of Educational Research*
*Journal of Elementary Science Education*
*Journal of Multilingual and Multicultural Education*
*Journal of Reading Education*
*Journal of Research and Development in Education*
*Journal of Research in Computing in Education*
*Journal of Research in Mathematics*
*Journal of Research in Science Teaching*
*Journal of Science Education and Technology*
*Journal of Special Education*
Journal of Teacher Education
Language Arts
Mathematics Teacher
Multicultural Review
New Directions for Program Evaluation
Phi Delta Kappan
Reading Research Quarterly
Reading Teacher
Research in Education
Review of Educational Research
School and Society
Schools in the Middle
Social Education
The Social Studies
TESOL Quarterly
Theory and Research in Social Studies

Internet Sites:
A. Sites Related to Curriculum, Curriculum Development and Standards

B. Conceptions of Curricula (definitions, foundations and determinants)
   5. http://www2.bc.edu/~evansec/curriculum/Kliebard.html

C. Conceptualizing Curricula (discovering themes and patterns)

D. Conceptualizing Curricula (fostering curricular innovation and change)
   1. http://www.gsu.edu/~wwwitr/docs/social/
   3. http://www.enc.org/topics/innovate/
E. Designing Curricula (defining roles and responsibilities)
1. http://basicschool.coe.missouri.edu/Speech.html

F. Designing Curricula (assessing expectations and needs)
2. http://www.ncrel.org/sdrs/areas/issues/content/entareas/science/sc300.htm

G. Designing Curricula (setting directions and priorities)
1. http://www.oucom.ohiou.edu/fd/objectivesforcpc.htm

H. Designing Curricula (selecting and organizing content)
1. http://www.ncgia.ucsb.edu/giscc/

I. Designing Curricula (determining learning/assessment activities)
2. http://curry.edschool.virginia.edu/curry/centers/secme/data.txt

J. Designing Curricula (connecting and differentiating curricula)
1. http://www.ncrel.org/sdrs/areas/issues/envrnmnt/sw100.htm
5. http://vocserve.berkeley.edu/Summaries/956sum.html
K. Constructing Curricula (developing programs of study)
   2. http://www.enc.org/professional/standards/national/

L. Constructing Curricula (developing frameworks and curriculum guides)
   1. http://www.ncrel.org/sdrs/areas/issues/content/currclum/cu300.htm
   5. http://www.educ.state.ak.us/tls/frameworks/content.htm

M. Constructing Curricula (developing course syllabi and lesson plans)
   1. http://www.mde.k12.ms.us/acad/id/MSCurriculum.htm

N. Constructing Curricula (developing teaching/learning materials)

O. Utilizing Curricula (validating and implementing curricula)

P. Utilizing Curricula (evaluating and revising curricula)

Organizations
   American Association of School Administrators http://www.aasa.org
   Association for Supervision and Curriculum Development http://www.ascd.org
   Council for Educational Change http://www.educationchange.com
   International Reading Association http://www.reading.org
National Association of Independent Schools  http://nais.org
National Coalition for Equity in Education  http://www.ncee.education.ucsb.edu
National Council for the Social Studies  http://www.ncss.org
National Council of Teachers of English  http://www.ncte.org
National Council of Teachers of Mathematics  http://www.nctm.org
National Council of Social Studies  http://www.ncss.org
National Science Teachers Association  http://www.nsta.org
National Reading Conference  http://www.nrconline.org
National School Boards Association  http://www.nsba.org

Search Engines
Google  http://www.google.com
Google Scholar  http://scholar.google.com
Yahoo  http://www.yahoo.com
Alta Vista  http://www.altavista.digital.com
Ask Jeeves  http://www.ask.com
Excite  http://www.excite.com
HotBot  http://www.hotbot.com
Lycos  http://www.lycos.com
WiseNut  http://www.wisenut.com