SAM HOUSTON STATE UNIVERSITY  
SYLLABUS: ASE 578  
CURRICULUM PLANNING AND DEVELOPMENT  
Spring Semester 2008  
Aldine TRIAD Tuesday Cohort

Professor: Dr. Carol Ritter  
Phone: cell: (713) 305-3637  
wk: (936) 294-1124  
hm: (281) 367-7891  
Email: edu_clr@shsu.edu

COURSE DESCRIPTION:  
This course is designed to expand your knowledge of curriculum and instruction along with related issues within the framework of administrative leadership. You will engage in discussions, projects, and activities to stimulate improved effective practices in an effort to better enhance your professional skills as an educational school leader charged with the responsibility of meeting state and federal requirements regarding what shall be taught and what shall be tested in classrooms. Additionally, you will discuss, analyze, and review documents and data typically used to guide public school curriculum as it is currently mandated and presented in the real life settings of schools within our state. Two basic approaches to learning will be utilized. A traditional mastery learning approach will focus on acquiring knowledge of curriculum concepts, history, policy, procedures, and issues. Also, real field-based activities will be introduced to provide students with a broad knowledge of current administrative practices associated with the management and evaluation of curriculum.

COURSE RATIONALE:  
This course is consistent with the mission of the University, the College of Education and Applied Sciences, the Department of Educational Leadership and Counseling, and the Educational Leadership Program as follows:

- The mission of Sam Houston State University is to enable students to become informed, thoughtful, and productive citizens.
- The mission of the College of Education and Applied Sciences is to provide students with opportunities to develop knowledge, skills, strategies, and, experiences which allow them to serve in diverse roles and function productively in society.
- The mission of the Program of Educational Leadership is to prepare educational leaders for real world challenges and opportunities.

REQUIRED TEXT:  
The Principal Portfolio, Genevieve Brown and Beverly Irby  
COURSE REQUIREMENTS:

Participation: Attendance is required in all class sessions. Participation in all discussions and completion of all activities and assignments by the due date is expected. Also, students will be expected to demonstrate the ability to work in collaborative groups. (ELCC 2.3; T 4.2)

Reflections of Readings: Students will write a one to two page reflection per reading assignment following the Brown and Irby Reflection Cycle. (ELCC 2.3; T 4.2)

Alignment Assignment: Students will form cooperative workgroups consisting of three to four class members. Students will examine 2007 TAKS Demographic Reports for either Mathematics, Reading/EnglishLanguage Arts, Science or Social Studies in three consecutive grade levels throughout a Texas campus in order to conduct a curriculum needs assessment which will be used to develop a curriculum action plan of improvement for the campus. The action plan should evaluate three TAKS objectives and align them to the TEKS and the district curriculum scope and sequence. A new scope and sequence should be written to reflect the changes. A narrative, action plan and class presentation are also included. Handouts should be given to each class member during presentation. (ELCC 4.1, 4.2, 4.3; T 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 5.1, 5.8, 5.11)

Curriculum Issue Paper: Each student will choose an English Language Learner curriculum issue to research. Approved topics for the paper shall be researched and presented to reflect the student's administrative leadership in order to make recommendations and instructional improvements. Students will be required to present their individual topics to the class and the final product will include a formal paper and an individual presentation to the class. All papers should be double spaced and should follow the American Psychological Association Style Manual (APA), Fifth Edition. Each paper should include recommendations for improved practice that are found in a review of the literature. (10-15 pp.; 10 references minimum). Handouts should be given to each class member. (ELCC 5.1; T 4.2, 5.2)
Internship Activities: All activities will include a Brown & Irby Reflection and artifacts which support each activity. Place these in your Principal Portfolio under Standard 2 after they have been evaluated by the professor.

1. Critique the process used at the campus level to assess and modify curriculum on your campus. Address how the principal employs collaborative planning to facilitate curriculum change. (ELCC 2.2; T 4.2)

2. Participate in and critique a curriculum-planning meeting at the building or district level. (ELCC 2.2; T 4.3)

3. Analyze the process for using information about various student groups in order to improve student achievement at the campus level. (ELCC 1.2; T 7.2)

4. Analyze the professional development plan for your district. (ELCC 2.4; T 6.1)

5. Describe and critique the process used at the campus for determining the professional development needs of the faculty. (ELCC 2.4; T 6.1)

6. Describe how the results of standardized tests (TAKS, SDAA, etc.) are shared with parents and the community. (ELCC 4.1; T 2.1, 2.8)

Final Event: Present to the class a synthesis of course content that includes the readings, research, class discussions, research papers, and presentations. (ELCC 2.2, 2.3; T 4.1, 4.2, 4.3, 4.5)

Course Evaluation

<table>
<thead>
<tr>
<th>Participation</th>
<th>50 points</th>
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<tbody>
<tr>
<td>Readings/Reflections</td>
<td>50 points</td>
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<tr>
<td>Alignment Assignment</td>
<td>100 points</td>
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<tr>
<td>Curriculum Issue Paper</td>
<td>50 points</td>
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<tr>
<td>Internship Activities</td>
<td>50 points</td>
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<tr>
<td>Final Event</td>
<td>100 points</td>
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<tr>
<td>Total Points</td>
<td>400 points</td>
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All assignments must be completed on time. No late work is accepted. Grades will be assigned on the following scale:  
360-400 A  
359-320 B  
319-280 C  
<280 F

The professor reserves the right to alter course requirements and/or the class schedule.
SHSU STUDENT GUIDELINES

ACADEMIC DISHONESTY
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY
It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see: http://www.shsu.edu/~vaf_www/aps/811006.html

VISITORS IN THE CLASSROOM
Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.
TEXAS FRAMEWORK FOR PRINCIPAL

Domain II-INSTRUCTIONAL LEADERSHIP

Competency 004-The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance:

The principal knows how to:

4.1-facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principals of curriculum design, human development processes, legal requirements).

4.2-facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

4.3-facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.

4.4-facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

4.5-facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.

4.6-facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

4.7-promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION: STANDARDS FOR ADVANCED PROGRAMS IN EDUCATIONAL LEADERSHIP

Standard 2.0: 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 culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff

2.2-Provide Effective Instructional Program

2.2a-Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

2.2b-Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.

2.2c-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 to Student Learning

2.3a-Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
ASE 578 Schedule-Spring 2007

Class 1: January 15
Class Orientation
An Historical Overview of Curriculum
Assignment: Read Chapter 1 (English); Chapters 1 and 2 (Oliva)
Read and review PowerPoint presentation in Blackboard
Reflect Chapters 1 and 2 (Oliva)-Due: Feb. 26

Class 2: February 26
An Historical Overview of Curriculum
Curriculum Theory and Philosophy
Social Reconstructionist Curriculum
Assignment: Read Chapters 4, 5 and 6 (Oliva);
Reflect Dare Progressive Education Be Progressive? By George
Counts-Due: March 4

Class 3: February 28*
Curriculum Theory and Philosophy
Humanistic Curriculum
Emotional Intelligence and Multiple Intelligence Theories
Academic Curriculum
Assignment: Read Chapters 3, 12 and 13 (Oliva); Chapter 3
(English)
Reflect Chapter 3 (English)-Due: March 4

Class 4: March 4
Written Curriculum Alignment
Assignment: Read Chapter 7 (Oliva)
Reflect Chapter 4 (English)-Due: March 6
Alignment Assignments-Due: March 18

Class 5: March 6*
Written Curriculum Alignment
Aligning the Curriculum

Class 6: March 18
Presentations of Alignment Assignments
The Instructional Leader and Curriculum Change
Assignment: Reflect Differentiating Instruction- By Scott Willis
and Larry Mann-Due March 25

Class 7: March 20*
Current ELL Issues in Curriculum and Instruction
Assignment: Reflect Differentiating Instruction- By Scott Willis
and Larry Mann-Due March 25

Class 8: March 25
The Taught and Tested Curriculum
Assignment: Prepare Curriculum Issue Paper and
Presentation-Due: March 27

Class 9: March 27*
Presentation of Curriculum Issues Papers

Class 10: April 1
Curriculum Change of the Taught and Tested Curriculum
Internship Activities Due

April 3-May 13
Prepare for Final Event Presentation on May 13
*Online class presented in Blackboard
<table>
<thead>
<tr>
<th>Topic</th>
<th>Student</th>
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<tbody>
<tr>
<td>1. Differentiating Instruction in Heterogeneous Classrooms for the English Language Learner</td>
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<td>2. Bilingual Curriculum</td>
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<td>3. ESL Curriculum</td>
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<td>4. Curriculum for Children of Migrant Workers</td>
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<td>5. Outdoor Curriculum for ELL Students</td>
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<td>6. Economically Disadvantaged/Advantaged ELL Students</td>
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<td>7. Emotional Intelligence Curriculum for ELL Students</td>
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<td>8. Gender Equity Issues in ELL Classrooms</td>
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<td>9. Evolution/Creationism/Intelligent Design Curriculum for ELL Classrooms</td>
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<td>10. Multicultural Curriculum for ELL Students</td>
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<td>11. The Impact of Technology on Curriculum and Instruction in ELL Classrooms</td>
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<td>12. Parent/Community Involvement for the success of English Language Learners</td>
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<tr>
<td>13. Emotional Intelligence Curriculum for English Language Learners</td>
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<td>14. Reading Curriculum for ELL Students including Phonics vs. Whole Language</td>
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<td>15. Mathematics Curriculum for ELL Students</td>
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<td>16. Quality Curriculum Staff Development for teachers of ELL Students</td>
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<tr>
<td>Any other topic that is approved by the professor</td>
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Alignment Assignment

Subject Evaluated____________________

Grades Evaluated____________________

Students
1.___________________________________

2.___________________________________

3.___________________________________

4.___________________________________
## Alignment Assignment Rubric

<table>
<thead>
<tr>
<th>Strand</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
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<tbody>
<tr>
<td><strong>Needs Assessment</strong></td>
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<td>Correct objectives are identified; however, all TEKS are not identified and developed.</td>
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<td></td>
<td>Occasional error in grammar or sentence construction. Thoughts developed, yet sources are unclear.</td>
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<tr>
<td><strong>Narrative</strong></td>
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<td>No reference page</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>Appropriate source credit is not provided</td>
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<tr>
<td><strong>Action Plan</strong></td>
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<td>The plan included all TEKS but elements of the action plan were missing.</td>
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<tr>
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<td></td>
<td>Action plan did not include all TEKS for each objective and for each grade.</td>
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<tr>
<td><strong>Presentation</strong></td>
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<td>Material is presented in at least three different ways Material is interestingly presented All speakers participated equally</td>
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<td>Material is read to the class PowerPoint accompanied the speaker Class members listened attentively Each speaker presented</td>
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</tbody>
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Total: _______

Comments: __________________________________________________________
__________________________________________________________________
## Curriculum Issue Paper Rubric

<table>
<thead>
<tr>
<th>Strand</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Analysis</strong></td>
<td>Scant</td>
<td>Issues are developed.</td>
<td>Thorough, concise development of curriculum issue.</td>
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<td></td>
<td>descriptions of issue. Lacks transition or clarity. No recommendations for improved practice. Less than minimum number of references used.</td>
<td>Contains a Review of the Literature. Minimum descriptions of improved practices offered. Minimum number of references used.</td>
<td>Contains a thorough topic issue, review of the literature, recommendations for improved practice and summary statements. More than the minimum number of references used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>PowerPoint provided but no handout given to class members.</td>
<td>Curriculum issue is presented in an interestingly manner. Handout provided.</td>
<td>Multiple modes of presentation that successfully engaged all class members; material is knowledgeable and interesting; and presentation uses interactive techniques that involve all class members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar, Sentence Construction, and APA</strong></td>
<td>Several grammar errors. Difficulty with syntax and sentence structure. Problems with complete thought and miscommunicatios. No reference page. Appropriate source credit is not provided.</td>
<td>Occasional error in grammar, sentence construction and/or APA. Thoughts developed yet sources are unclear.</td>
<td>No grammar of construction errors evident. No APA errors. Thoughts clearly developed. Complete, accurate reference page. Correct citing of sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:** _______
**Comments:** ____________________________________________________________