Course Number: MED 7708

Course Title: Curriculum Leadership (3 Credits)

Faculty Contact: 

TERM: 


Course Description: This course examines some essential but still unanswered questions related to curriculum leadership, including the following: what should be taught; how, when, and in what environment should it be taught; who should teach it; how do we know that it has been learned; and who decides? The course will explore several key topics: developing a vision of teaching and learning that is shared by all stakeholders; the power of the hidden curriculum; history and its influence on the curriculum; society and culture, teacher and learner characteristics, environment, and academic content as curriculum influencers; working with curriculum standards; the influences of philosophy, learning theory, and sociology; people and roles in curriculum work; design alternatives and needs assessments; selecting, sequencing, organizing, and prioritizing content; making and documenting curriculum decisions; implementing curriculum changes; and evaluating the curriculum.

Minimum Time Requirements (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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</table>

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation:
Link to the Program Theory will be housed at the top of your program.

Program Competencies:  Masters in School Leadership Framework

Technology Standards:  International Society for Technology Administrator Standards

Wilmington University Graduate Graduation Competencies:  Graduate Graduation Competencies

Delaware Performance Appraisal System II:  DPAS II for Administrators

Learning Methods:  A variety of teaching methods including inquiry–based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

A.  Teaching Methods:  Discussion, Group Work/Presentations, Leadership and School Analysis, School Leadership Action Research, and Literature Review/Application


Learning Outcome 1 – School Improvement Process (ELCC 1.2, 2.2)

Learning Activities/Performance Tasks:
1. Candidates collaboratively develop a strategic improvement process at the school level building.
2. Reviews learning data for curriculum and achievement gaps.
3. Candidates review alignment of the curriculum resources with the achievement data.
4. Candidates will develop the basis of the curriculum investigation on research and theory.
5. Candidates, using state assessment platforms for staff observations, are able to tie in the various components and domains for evaluating effective teaching strategies for successful implementation of curricula guides for student success.
6. Explain the importance of relevancy in a school curriculum. Bridge the gap between theory and practice in curriculum development.
7. Address the diverse functions of a curriculum leader especially as a skilled risk taker for innovative curricula models for student success for college and career.

Learning Outcome 2 – Planning Design (ELCC 1.4, 2.3, 2.4)
Learning Activities/Performance Tasks:
1. Candidates choose a planning model (Tyler, UBD, etc.)
2. Candidates display knowledge of the important concepts in curriculum design (scaffolding, scope and sequence, alignment, spiraling and articulation, continuity.
3. Candidates in collaboration with others stakeholders will apply the planning model to the curriculum problem.
4. Candidates’ design reflects an understanding of scientific and engineering practices, disciplinary core ideas, and crosscutting concepts (NGSS hallmarks).
5. The candidate will chair a committee as the school leader in whose goal it is to brainstorm various the curricular improvement decisions stemming from an analysis of the data and problems provided.
6. The candidates will not only generate possible solutions, but they will also provide a list of relevant questions for a deeper understanding, give various scenarios for innovative and creative ideas and use research and theory to add credence to their plan and ideas. Explore relevant terminology in relation to curriculum design.
7. Interpret the role of a curriculum leader as a transformational school leader for student success. Investigate current trends in curriculum design such as: the Common Core, High Stakes Testing, Teacher Evaluation, Technology, and Special Education as part of your innovative/challenging school leadership.

Learning Outcome 3 – Professional Development (ELCC 2.3)
Learning Activities/Performance Tasks:
1. Candidates design a professional development plan addressing the identified curriculum issue(s).
2. Candidates incorporate the principles of andragogy in the professional development plan.
3. Candidates will provide faculty opportunities to practice research based pedagogy.
4. Candidates are able to express the factors inherent in the change process.
5. Candidates are identify leadership theories that enhance professional development.
6. Candidates use the national professional development standards. National Professional Development Standards

Learning Outcome 4 – Supporting Equity and Diversity (ELCC 5.3)
Learning Activities/Performance Tasks:
1. Candidates will incorporate in the professional development plan respect and inclusion, ethics, gender diversity, avoiding stereotypes, unconscious bias and/or generational diversity.
2. Candidates will analyze the school/district culture and its impact on student achievement.
3. Candidates will incorporate findings of their analysis of school culture in the professional development plan.
4. Identify the social forces that influence a curriculum. Predict the future of curriculum reform utilizing research and data for opportunities for student success in a diversified approaches to meet the needs of all students.

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

1. Class Discussions
2. Lesson Plan Evaluation
3. Collaborative Project on Diversity
4. Creation of Lesson Plan Integrating Technology
5. Assessment Plan
6. SEA –Read the SEA Prompt and the accompanying Rubrics listed below.

These required projects are briefly described in the “Learning Outcomes” section of the syllabus. Additional details and resources can be found on the Blackboard course site.

Structured External Assignment: Curriculum Leadership
Using a strategic, research-based process for developing a school improvement plan aligned to the district improvement plan. The school leader candidates will demonstrate instructional leadership skills by identifying curriculum needs in their school and its relationship to the school culture, considering the problem in the context of their philosophy of curriculum theory and research and the theorist with whom they most closely align. They will use data, choose a planning structure, and engage school curriculum teacher leaders in applying it to the curriculum problem, including how to implement and evaluate the changes looking to innovation and creativity for inspiration. Candidates will design, develop and present a professional development plan for the school. Candidates will design, develop and present a professional development plan that supports equity and diversity for all students (i.e. special needs population, social and economic status) in the school. Finally, candidates will collect, analyze and disseminate data related to the quality of the professional development in the school.

Example of a SEA Project and Elements to be considered:
You have been given the Task of developing and implementing an innovative curriculum model/guide designed to (prevent bullying or health class curriculum dealing with all aspects of sexuality)) in your school. Describe how you would:

- Determine up-to-date, authoritative content.
- Apply principles of strategic planning.
- Ensure adequate resources and funding.
- Ensure that the curriculum reflects district, community, state, and national standards.
- Assess current knowledge about the topic on the part of students and staff.
- Design professional development/growth plans based on identified staff needs.
- Be sure that individual student differences and social-cultural issues are accommodated.
- Ensure that the curriculum model/guide includes research-based best practices and encourages innovation, creativity and includes an understanding of the application of curriculum theory,
- Ensure that the teaching learning environment is appropriate for the content and the needs of teachers and students.
- Access outcomes and disseminate that information to stakeholders in the school and community.

NOTE:
*The highest rating on this assignment is obtained by the candidate actually carrying out the plan as well as a mastery of the course content and evidence of creativity and original thinking...essential elements of this assignment.

MED 7708 – Curriculum Leadership

<table>
<thead>
<tr>
<th>ELCC 1.2 Content</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate knowledge of the design and use of assessment data for learning; organizational effectiveness and learning strategies; tactical and strategic program planning; implementation and evaluation of school improvement processes; variables that affect student achievement.</td>
<td>Candidate does not use or understand the language of strategic and tactical planning. Candidate does not know the processes of school improvement for improving student achievement and learning.</td>
<td>Candidate uses informal terminology for strategic and tactical planning in the school improvement processes. Candidate states the importance of the processes for improving student achievement and learning.</td>
<td>Candidate writes and speaks using the technical terminology for strategic and tactical planning and school improvement processes. Candidate describes a general plan for school improvement processes for student learning and achievement, but has an annual review scheduled.</td>
<td>Candidate is able to differentiate the components of a strategic plan and those of a tactical plan showing its use in school improvement processes. Candidate explains a clear plan for school improvement processes for student learning and achievement while noting the variables that affect student achievement. The plan identifies schedules and timelines for spaced review.</td>
<td>Candidate knows the relationship between tactical and strategic program planning and its relationship to the district strategic plan and mission and the school improvement plan. Candidate articulates the importance of collaboration to strategic and tactical planning. The purpose of the strategic plan as a long term roadmap and the tactical plan as a short term action plan is clearly organized in the written school improvement plan. Candidate describes a comprehensive and balanced plan for school improvement processes for student learning and achievement while...</td>
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<tr>
<td>ELCC 1.2 Professional Leadership</td>
<td>Unsatisfactory</td>
<td>Emerging</td>
<td>Basic</td>
<td>Proficient</td>
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<td>Candidates demonstrate skills required to develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and tactical goals; collaboratively develop implementation plans to achieve those goals; develop a school improvement plan that aligns to district improvement plans.</td>
<td>School-wide planning for instructional improvement is either not performed or determined by the principal with the administrative team. Strategies to improve student academic performance are rarely discussed at faculty meetings or school improvement team meetings.</td>
<td>School improvement plan includes a collaboratively developed plan with district improvement goals disregarded. School-wide planning for instructional improvement is either not done or is developed for compliance purposes without regard to the actual research based instructional practices for improving student learning. Variables are identified that affect student achievement.</td>
<td>School improvement plan is collaboratively developed and serves as the guide for school improvement, but the alignment with district goals emphasizes different priorities. The school leader provides supporting rationale and data for determining school differences. Principals work with teacher leaders bi-annually to coordinate professional and curriculum development that is research based. Variables are identified that affect student achievement.</td>
<td>School improvement plan is collaboratively developed and serves as the blueprint for school improvement. Strategic and tactical goals are aligned to the district improvement plan. Strategies for continuous student achievement are fundamental to practice. Principals work with teacher leaders bi-annually to coordinate professional and curriculum development that is research based. Variables are identified that affect student achievement.</td>
<td>School improvement plan is collaboratively developed and serves as the guide for school improvement, but the alignment with district goals emphasizes different priorities. The school leader provides supporting rationale and data for determining school differences. Principals work with teacher leaders bi-annually to coordinate professional and curriculum development that is research based. Variables are identified that affect student achievement.</td>
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</table>

<p>| ELCC 1.4 Content | Candidate knowledge of effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models. | Candidate has no knowledge of presenting the data. Candidate has no knowledge of sharing the data. | Candidate has knowledge of presenting data. Candidate describes the importance sharing the data with the educators. Candidates know score results of the state testing information for presenting | Candidate has knowledge of facilitating skills and presenting data for improvement goals. Candidate describes the importance sharing with educators for implementing and revising school. | Candidates need to have knowledge of facilitation skills of presenting ideas, leading discussions and clarifying meanings of data for improvement goals. Candidates give a rationale as to the importance of involving stakeholders and educators for improving school. |</p>
<table>
<thead>
<tr>
<th>Un satisfactory</th>
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<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>Unsatisfactory learning results with educators.</td>
<td>Emerging curriculum improvement goals. Candidates know score results of the state testing information for presenting learning results with educators. They understand the main scoring results for describing revisions.</td>
<td>Basic curriculum improvement goals. Candidates know the components and score results of the state testing information and various formative assessments and their aligned connections for sharing learning results with educators. They understand the meanings of the scoring variables for describing revisions.</td>
<td>Proficient monitoring, implementing and revising school curriculum improvement goals. Candidates know the components and score results of the state testing information and various formative assessments and their aligned connections for sharing learning results with educators and stakeholders. They understand the subtleties of the meanings of the scoring variables for describing revisions.</td>
<td>Distinguished</td>
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</table>

**ELCC 1.4 Professional Leadership**

Candidates demonstrate skills required to develop a school plan to monitor program development and implementation of school goals; construct an evaluation process to assess the effectiveness of school plans and programs; interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.

| Candidate formulate and review in isolation the school vision, mission and goals. | Candidate works with the administrative team in formulating and reviewing the school vision, mission and goals. Candidates ignore reports or merely copy them. | Candidate consult with selected teacher leaders in formulating and reviewing the school vision, mission and goals. Candidates analyze curriculum evaluation data for goal achievement and student learning. Candidate holds a faculty to share progress toward achievement of school mission and goals. | Candidate involves administrator selected teacher leaders in formulating and evaluating accomplishment of the school vision, mission and goals. Candidates analyze and utilize the tools of effective evaluation processes showing the use of appropriate curriculum research for school mission and goal achievement. Candidate communicates the progress of the school mission and goals in faculty and parent meetings inviting community at-large stakeholders. | Candidate involves teacher leaders (PLC, School Improvement Committee, etc.) in formulating and evaluating accomplishment of the school vision, mission and goals through on-going meetings. Candidates construct, analyze and utilize the tools of effective evaluation processes connecting their appropriate use to theories and research of curriculum for school mission and goal achievement. Candidate interprets and communicates progress towards achievement of the school mission and goals through a multifaceted communication plan that includes information to educators, the community and other stakeholders through face to face sessions and various media venues. |

**ELCC 2.2 Content**

Candidate knowledge of curriculum development and instructional delivery theories; measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of data.

<p>| Candidate has no knowledge of teacher performance. They lack knowledge of curriculum or its development. | Candidate has limited knowledge of teacher performance based on their teaching experience. They understand the training requirements for his/her state in teacher evaluation. | Candidate has knowledge of the required measures of teacher performance. They understand the training requirements for his/her state in teacher evaluation. | Candidate has knowledge of the measures of teacher performance that are multi-faceted and interconnected. They understand the training requirements for his/her state in teacher evaluation. Candidate works with the administrative team in formulating and reviewing the school vision, mission and goals. Candidates ignore reports or merely copy them. | Candidate has knowledge of teacher performance. They lack knowledge of curriculum or its development. | Candidate has limited knowledge of teacher performance based on their teaching experience. They understand the training requirements for his/her state in teacher evaluation. Candidate consults with selected teacher leaders in formulating and reviewing the school vision, mission and goals. Candidates analyze curriculum evaluation data for goal achievement and student learning. Candidate holds a faculty to share progress toward achievement of school mission and goals. | Candidate consults with administrator selected teacher leaders in formulating and evaluating accomplishment of the school vision, mission and goals. Candidates analyze and utilize the tools of effective evaluation processes showing the use of appropriate curriculum research for school mission and goal achievement. Candidate communicates the progress of the school mission and goals in faculty and parent meetings inviting community at-large stakeholders. | Candidate consults with administrator selected teacher leaders in formulating and evaluating accomplishment of the school vision, mission and goals through on-going meetings. Candidates construct, analyze and utilize the tools of effective evaluation processes connecting their appropriate use to theories and research of curriculum for school mission and goal achievement. Candidate interprets and communicates progress towards achievement of the school mission and goals through a multifaceted communication plan that includes information to educators, the community and other stakeholders through face to face sessions and various media venues. | Candidate consults with administrator selected teacher leaders in formulating and evaluating accomplishment of the school vision, mission and goals through on-going meetings. Candidates construct, analyze and utilize the tools of effective evaluation processes connecting their appropriate use to theories and research of curriculum for school mission and goal achievement. Candidate interprets and communicates progress towards achievement of the school mission and goals through a multifaceted communication plan that includes information to educators, the community and other stakeholders through face to face sessions and various media venues. |</p>
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<tr>
<th>Evidence</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>his/her state in teacher evaluation.</td>
<td>Candidates knowledge of curriculum is limited to their grade level and subject experience.</td>
<td>for his/her state in teacher evaluation.</td>
<td>Candidates have knowledge of curriculum development and an instructional theory.</td>
<td>Candidates understand the multiple methods of program evaluation (classroom observations, &quot;rounds,&quot; walkthroughs, PLC or leadership team plans).</td>
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<tr>
<td>Technology</td>
<td>Candidates have knowledge of curriculum development and an instructional theory.</td>
<td>Candidates review state plans for summative assessments or the variable of district level request.</td>
<td>Candidates have knowledge of curriculum development and an instructional theory.</td>
<td>Candidates review state plans for school improvement including attendance, graduation rates, discipline (out of school suspensions) and summative assessments.</td>
<td>Candidates have knowledge of curriculum development and instructional delivery theories (e.g. UBD, Charlotte Danielson’s Pathways, LPS, Marzano, Universal Design Theory, personalized learning, etc.).</td>
</tr>
<tr>
<td>Information</td>
<td>Candidates will have knowledge of the state assessment technology system.</td>
<td>Candidates have reviewed the state plans for high-risk schools. They review state plans for school improvement including attendance, graduation rates, discipline (out of school suspensions) and summative assessments and additional learning variables.</td>
<td>Candidates have knowledge of the state assessment technology system and have reviewed the system online.</td>
<td>Candidates interpret state accountability systems for high-risk schools. They review state plans for school improvement including attendance, graduation rates, discipline (out of school suspensions) and summative assessments and additional learning variables.</td>
<td>Candidates have knowledge of the state assessment technology systems (e.g. Genesis, PowerSchool, schoology, eSchool). They have reviewed and compared the state system with another system.</td>
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</table>

**ELCC 2.2 Professional Leadership**

Candidates demonstrate skills required to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.

<table>
<thead>
<tr>
<th>Candidates do not carry out the required number of teacher evaluations or use any assessment data.</th>
<th>Candidates do not align curriculum and instruction with state assessments or use research based practices.</th>
<th>Candidates align curriculum and instruction with state assessments.</th>
<th>Candidates measure research based practices against state achievement test scores.</th>
<th>Candidates measure research based practices against the needs of their student population.</th>
<th>Candidates collaborate with faculty to align curriculum and instruction with state and local summative assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates carry out the required number of teacher evaluations.</td>
<td>Candidates measure research based practices against state achievement test scores.</td>
<td>Candidates require teachers to create formative assessments as part of the school evaluation system.</td>
<td>Candidates require teachers to create formative assessments as part of the school evaluation system.</td>
<td>Candidates collaborate with teachers to create formative assessments for quarterly progress monitoring as part of the school evaluation system.</td>
<td>Candidates collaborate with teachers to create formative assessments for quarterly progress monitoring as part of the school evaluation system.</td>
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<tr>
<td>Candidates collaborate with teachers to create formative assessments as part of the school evaluation system.</td>
<td>Candidates carry out the required number of teacher evaluations and provide feedback to the struggling students.</td>
<td>Candidates carry out the required number of teacher evaluations and provide feedback to the struggling students.</td>
<td>Candidates carry out the required number of teacher evaluations and provide feedback to the struggling students.</td>
<td>Candidates carry out the required number of teacher evaluations and provide feedback to the struggling students.</td>
<td>Candidates collaborate with faculty to align curriculum and instruction with state and local summative assessments.</td>
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<tr>
<td>Candidates collaborate with faculty to align curriculum and instruction with state and local summative assessments.</td>
<td>Candidates require teachers to create formative assessments as part of the school evaluation system.</td>
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</tr>
<tr>
<td>ELCC 2.3 Content</td>
<td>Unsatisfactory</td>
<td>Emerging</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<tr>
<td>Candidate knowledge of high-quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; standards for high-quality teacher, principal, and district practice.</td>
<td>Candidate has no knowledge of high-quality professional development for teachers.</td>
<td>Candidate has knowledge of high-quality professional development for teachers.</td>
<td>Candidate has knowledge of high-quality professional development for teachers and leadership theory.</td>
<td>Candidate has knowledge of the most components of high-quality professional development for teacher leaders and school staff.</td>
<td>Candidate has knowledge of the components of high-quality professional development for teacher leaders and faculty on a national and state level.</td>
</tr>
<tr>
<td>Professional development is not provided.</td>
<td>Candidate prepares professional development to design strategies and curriculum materials.</td>
<td>Candidate works collaboratively with faculty on professional development to design differentiated instructional strategies and curriculum materials.</td>
<td>Candidate collaboratively plans professional development activity that is differentiated and engages participants in growing in content knowledge and skill development through professional growth plans.</td>
<td>Candidate collaboratively plans professional development activities that are on-going, differentiated, and engaged in strategies that promote learning.</td>
<td>Candidate collaboratively plans professional development activities that are on-going, differentiated, and engaged in strategies that promote learning.</td>
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<tr>
<td>No professional development is provided.</td>
<td>Candidate provides a professional development activity on required professional development days.</td>
<td>Candidate plans faculty-wide professional development activities that are uniform and scaffolded.</td>
<td>Candidate collaboratively plans professional development activity that is differentiated and engages participants in growing in content knowledge and skill development through professional growth plans.</td>
<td>Candidate collaboratively plans professional development activities that are on-going, differentiated, and engaged in strategies that promote learning.</td>
<td>Candidate collaboratively plans professional development activities that are on-going, differentiated, and engaged in strategies that promote learning.</td>
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<tr>
<td>Learning communities are inactive.</td>
<td>Candidate structures the learning communities.</td>
<td>Candidate identifies the structuring of the learning communities.</td>
<td>Candidate engages identified or selected faculty in structuring the learning communities.</td>
<td>Candidate engages faculty in structuring the learning communities.</td>
<td>Candidate engages faculty in structuring the learning communities.</td>
</tr>
<tr>
<td>ELCC 2.4 Content</td>
<td>Candidate knowledge of technology and its uses for instruction within the school; infrastructures for the ongoing support, review, and planning of instructional technology.</td>
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<tr>
<td>Unsatisfactory</td>
<td>Candidate knows the need for administrative technology. Candidate knows the design of school infrastructures for the ongoing review of technology.</td>
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<tr>
<td>Emerging</td>
<td>Candidate knows the need for administrative and instructional technology. Candidate knows the design of school infrastructures for the ongoing review of technology.</td>
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<tr>
<td>Basic</td>
<td>Candidate uses technology to develop a plan for instruction for some teachers.</td>
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<tr>
<td>Proficient</td>
<td>Candidate uses technology and develops capacity building plans with the teacher leadership team to retrieve student learning information and assessment data to improve student achievement and classroom instruction for accountability reporting.</td>
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<tr>
<td>Distinguished</td>
<td>Candidate uses technology and develops capacity building plans with the teacher leadership team, the full faculty and other stakeholders to retrieve student learning information and assessment data to improve student achievement and classroom instruction for accountability reporting.</td>
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<table>
<thead>
<tr>
<th>ELCC 2.4 Professional Leadership</th>
<th>Candidates demonstrate skills required to use technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers; use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Candidate is aware of technology for accountability. Candidate informs teachers of school technologies. Candidate uses technology to develop a plan in isolation that is held in the office.</td>
</tr>
<tr>
<td>Emerging</td>
<td>Candidate uses technology to provide an accountability report to the district. Candidate informs teachers of the availability of district and school technologies. Candidate uses district provided technology to develop a plan to work with some teachers.</td>
</tr>
<tr>
<td>Basic</td>
<td>Candidate uses technology to retrieve student learning information and assessment data to improve student achievement and classroom instruction for accountability reporting. Candidate assists teachers with the use of district and school technologies. Candidate uses district provided technology to monitor classroom performance and improve achievement.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Candidate assists teachers and create a learning environment to develop teacher leaders in the use of district and school technologies and data bases. Candidate uses district provided and other technologies to (iPad, video) monitor classroom performance and improve achievement.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Candidate assists teachers and create a learning environment to develop teacher leaders and a scaffolded plan for all faculty in the use of district and school technologies and data bases. Candidate facilitates teacher use of district provided and other technologies (iPad, video) to monitor their own and colleagues’ classroom performance and improve achievement.</td>
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<table>
<thead>
<tr>
<th>ELCC 5.3 Content</th>
<th>Candidate knowledge of democratic values, equity, and diversity.</th>
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</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Candidate thinks decisions exist in isolation. Candidate has no knowledge of procedures in documents.</td>
</tr>
<tr>
<td>Emerging</td>
<td>Candidate knows that their decisions have outcomes, but does not anticipate their impact. Candidate has knowledge of procedures in documents.</td>
</tr>
<tr>
<td>Basic</td>
<td>Candidate understands the outcome of their decisions. Candidate has knowledge of the policies and procedures that support democracy, equity and diversity.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Candidate understands the impact and the moral and legal consequences of their decisions. Candidate has knowledge of the policies and procedures that support democracy, equity and diversity.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Candidate understands the impact and the moral and legal consequences of their decisions. Candidate has in-depth knowledge of the policies and procedures that support democracy, equity and diversity.</td>
</tr>
<tr>
<td>Un satisfactory</td>
<td>Emerging</td>
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<tr>
<td>Candidate ignores all policies that support democratic values.</td>
<td>Candidate neglects certain policies that support democratic values.</td>
</tr>
<tr>
<td>Candidate fails to address equity and diversity of staff and students.</td>
<td>Candidate attempts to address equity and diversity of staff and students.</td>
</tr>
<tr>
<td>Candidate lacks oral communications skills to advocate to faculty and parents for democracy, equity and diversity.</td>
<td>Candidate shows oral communications skills to advocate to faculty and parents for democracy, equity and diversity.</td>
</tr>
<tr>
<td>Candidate fails to implement procedures for diversity, equity and democratic values.</td>
<td>Candidate implements and procedures for diversity, equity and democratic values.</td>
</tr>
</tbody>
</table>

**College of Education Attendance Policy:**

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of FA (Failure to Attend). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

**Course Materials and Reading List:**

- Bradley, L. H.
Curriculum leadership and development handbook 
1985 - Prentice-Hall - Englewood Cliffs, N.J.


- Journal

Wood, J. N.

**Engaging Stakeholders in Curriculum Development**

2010 - Journal of School Public Relations


- Book

Glatthorn, A., Boschee, F. and Whitehead, B.

**Curriculum leadership: strategies for development and implementation**

2009 - Prentice Hall - Thousand Oaks, CA


- Book

Brady, L. and Kennedy, K. J.
Curriculum construction

2014 - Pearson Australia - Frenchs Forest, N.S.W.


- Book

Tyler, R. W.

**Basic principles of curriculum and instruction**

1949 - University of Chicago Press - Chicago


- Journal

Gibson, S.

*A critique of the 'objectives model of curriculum design' applied to the education and training of district nurses*

1980 - J Adv Nurs


- Book

Davies, K.
Objectives in Curriculum Design


- Book

Taba, H.

Curriculum development; theory and practice

1962 - Harcourt, Brace & World - New York

In-text: (Taba, 1962)


- Journal

Walker, D. F.

A Naturalistic Model for Curriculum Development

1971 - The School Review

In-text: (Walker, 1971)


- Journal
Reynolds, R.

A framework for researching syllabus development and curriculum change.

2001 - Curriculum Perspectives

In-text: (Reynolds, 2001)

Supporting Resources –

Rethinking Leadership: The Changing Role of Principal Supervisors (October 2013). Corcoran, Michael Casserly, A., Price-Baugh, R., Walston, D., Hall, R. & Simon, C. looks at the six districts participating in The Wallace Foundation’s Principal Pipeline Initiative. Part I presents a description of the organizational structure and general features of the various principal supervisory systems, including the roles, selection, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals. Part II provides recommendations for building more effective principal supervisors. Based on the survey results and observations from the site visits, these recommendations identify those structures and practices that are most likely to result in stronger school leaders and higher student achievement.

Districts Matter: Cultivating the Principals Urban Schools Need (February 2013): The Wallace Foundation distills insights from school leadership projects and major studies supported by the foundation since 2000 to highlight key district actions to boost school leadership, including drawing up meaningful job descriptions and mentoring novice principals.

The School Principal as Leader: Guiding Schools to Better Teaching and Learning (January 2013): This Wallace Perspective summarizes a decade of foundation research and work in school leadership to identify what it is that effective school principals do. It concludes that they carry out five key actions particularly well, including shaping a vision of academic success for all students and cultivating leadership in others.

The Making of a Principal: Five Lessons in Leadership Training (June 2012): This report draws on a decade of work by the Wallace Foundation and identifies ways that pre-service and in-service training can be enhanced to further develop strong leadership in every school. This report focuses on candidate selection, emphasizing instructional leadership, and including high quality mentoring and individualized professional development.

How Leadership Influences Student Learning (2004): This Wallace Foundation report shows that leadership is second only to teaching among school influences on student success, and its impact is greatest in schools with the greatest need, according to this landmark examination of the evidence on school leadership.

Articles

Harris, K. & Frieler, J. (September 2017). A new approach: Design thinking methodology is being utilized effectively by The Wallace Foundation. Principal Leadership, Vol. 18 n1, pp. 47-49


Despite tight budgets, Denver Public Schools has hired more people to coach and evaluate leaders. Here’s how the district did it. [http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf](http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf)


This article argues for principal training programs that are selective, comprehensive and support principals beyond their graduation dates. [http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Strength-Training-Aspiring-Principals-Need-Fortified-Programs-to-Prepare-Them-for-the-Challenges-They-Face.pdf](http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Strength-Training-Aspiring-Principals-Need-Fortified-Programs-to-Prepare-Them-for-the-Challenges-They-Face.pdf)

Six school districts are participating in an initiative funded by The Wallace Foundation to ensure that a large corps of school leaders is properly trained, hired, and developed on the job. [http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Principals-in-the-Pipeline.pdf](http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Principals-in-the-Pipeline.pdf)


*The Role of Nonacademic Outcomes: Boston Public Schools Share the Importance of Social-emotional Learning on Student Achievement*, Daniel Brown, May 2017

**Videos**

*A Bold Move to Better Prepare Principals: The Illinois Story* (October 2016). This is a four-part video series that explores Illinois' actions to revamp the way school principals are prepared. The series begins with the tale of how the state of Illinois and its partners, including universities, districts and teachers' unions, accomplished this change. Two of the videos profile exemplary preparation programs at the University of Illinois at Chicago and New Leaders Chicago, which helped to inspire the higher standards and whose graduates effectively lead Chicago public schools. The final video features Chicago principals who describe how their training programs prepared them for the real demands of their jobs.

*State Policy to Develop Excellent Principals: A Washington Brief* (2015). How can state policy improve the effectiveness of school principals? Educators, including New York State’s commissioner of education gathered in Washington, D.C., on November 3, 2015, to discuss a major Wallace Foundation report that seeks to answer that question. Keynote speaker Paul Manna, professor of government and public policy at the College of William & Mary and the author of the report, *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*, summarized key findings from his research. He described three matters policymakers must understand before taking action: principals’ place on their state’s policy agenda; six possible levers that could trigger change; and their state’s unique context, including the ways in which key education-related institutions interact.

*School Leadership in Action: Principal Practices* (2015). This video series follows 10 principals in four metropolitan areas through their workdays, showing how they use five practices of effective school leadership to improve teaching and learning in their classrooms. The practices, described in *The School Principal as Leader*, are based on more than a decade of Wallace-supported research to identify what successful principals do.
Six Superintendents’ Experiences Building Principal Pipelines (2015). Six large school districts have been participating since 2011 in The Wallace Foundation’s Principal Pipeline Initiative, a six-year effort to train, hire and support talented principals. In this series of eight videos, the superintendents of these districts discuss details of their effort, lessons they have learned and advice they can offer to other districts. Many of the experiences they recount are detailed in a January 2015 report about the initiative, one in a series by independent researchers evaluating the effort.

The Principal Story Learning Guide, (May 2014). This web-based professional learning guide uses excerpts from the award-winning PBS documentary film, The Principal Story, to illustrate the five practices. The guide is intended to help those who prepare and support aspiring and current principals probe these essential practices. Use this facilitator guide to explore options for using these tools.

Wallace Foundation Videos: “Great School Leadership in Action.” (April 2013). These videos ask, “What makes for an effective principal?” And they answer: Five practices, done well. Listen as 13 school leaders talk about how they have put those practices to work. Identified by local administrators for their efforts to boost teaching and learning, often under difficult circumstances, the principals come from districts receiving Wallace Foundation grants to improve school leadership.

THE PRINCIPAL STORY (September 2009) – a critically-acclaimed PBS documentary that follows two school leaders determined to make successes of the difficult schools they lead – with specially-prepared materials to help users promote excellence among principals. Videos and conversation guides can be used by principals, state or district officials, policymakers and concerned parents.

For additional resources from the Wallace Foundation, visit their website.

In This Section

- Online Professional Development
- On-Site Learning
- Conferences
- Center for Principal Leadership
- Assistant Principal Leadership Center
- The Wallace Foundation Resources
- LFA College and Career Readiness Tools
- American Express Principals Path to Leadership