Supervision and Curriculum Improvement

Course Number: MED 7799


Faculty Contact:

Course Description: This course enables educators to explore, research, and collaborate in areas of particular professional and/or scholarly interest related to supervision and curriculum. Topics will include curriculum decision making/development, curriculum delivery, refining supervisory skills, and improving school environments in order to remove barriers to student achievement. The course will examine several different comprehensive school reform projects, including such efforts as Expeditionary Learning Schools, Annenberg Challenge Schools, the Coalition of Essential Schools, the Comer School Development Project, Connect, the Accelerated Schools Project, Success for All, the Bay Area Reform Collaborative, DODDS (Department of Defense Dependents Schools) initiatives, and state-sponsored “reculturing” efforts.

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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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 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

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 NA (never attended). 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.

Essential Questions

1. How does an educational leader’s understanding of organizational effectiveness and learning strategies affect the process of supervision and curriculum development?
2. To improve staff development, the evaluation process and pedagogy, in what ways does an educational leader:
   • engage in tactical and strategic program planning?
   • discuss strategies for implementation and evaluation of school improvement processes?
   • identify and understand variables that affect student achievement?
   • 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?
3. To improve staff development, the evaluation process and pedagogy, how does an educational leader:
   • develop a school improvement plan to improve student achievement that aligns to the district improvement plan?
   • identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement?
   • design a transformational change plan at the school-building-level?
   • develop a school plan to monitor and evaluate evaluation and curricular practices?
   • interpret information and communicate progress toward achievement of improving evaluation and curricular practices to the community and other stakeholders?
Learning Outcome 1 – (NELP Standard 1)

1. Candidate researches the role of school mission and vision statements, evaluates existing mission and vision statements and understands the processes for collaboratively developing and communicating a school mission and vision. (NELP 1.1)
2. Candidate researches school improvement processes, demonstrates the ability to outline a school improvement process and understands methods of program evaluation. (NELP 1.2)

Learning Outcome 4 – (NELP Standard 4)

1. Candidate understands and demonstrates the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. (NELP 4.1)
2. Candidate understand and demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems. (NELP 4.2)
3. Candidate understand and demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.3)
4. Candidate understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (NELP 4.4)

Learning Outcome 7 – (NELP Standard 7)

1. Candidate understands and demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. (NELP 7.1)
2. Candidate understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. (NELP 7.2)
3. Candidate understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. (NELP 7.3)
4. Candidate understand and demonstrate the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. (NELP 7.4)

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

Structured External Assignment: Supervision and Curriculum Improvement
Propose a supervisory or curricular change in a real school that addresses the needs of at-risk or marginalized students. Begin with a needs-assessment, which results in a clear definition of the innovation to be
implemented. Include as much actual data as possible, along with a review of pertinent literature/research and the results of your investigation into the effects of similar approaches in other settings. Outline the actions to be implemented and the strategies to be used to evaluate the effectiveness of the supervisory/curricular change. Outline steps to be implemented to ensure institutionalization and explain how assessment results will be used to make adjustments. Share the design with your seminar participants.

### MED 7799 – Supervision and Curriculum Improvement

<table>
<thead>
<tr>
<th>NELP Standard 1</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<td>Candidates</td>
<td>misunderstand or fail to demonstrate the capacity to promote the current and future success and well-being of each student and adult. Candidates fail to demonstrate the ability to effectively apply the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement. Candidates plans fail to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</td>
<td>Candidates demonstrate limited knowledge of methods to address the importance of the current and future success of students. Plans for improvement are generalized or vague and are not representative of a collaborative vision.</td>
<td>Candidates address the importance of the current and future success of students, in general, by identifying the most obvious knowledge, skills, and commitments necessary to lead, design, and implement a school mission, vision, and process for improvement that reflects a core set of values and priorities.</td>
<td>Candidates understand the importance of promoting the current and future success and well-being of students and adults as a whole by applying the knowledge, skills, and commitments necessary to lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</td>
<td>Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</td>
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| NELP Standard 4 | Candidates fail to understand or demonstrate the capacity to promote the current and future success and well-being of each student and adult. Candidates fail to demonstrate the ability to apply the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. | Candidates demonstrate limited capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. | Candidates address the success of students, in general, by applying basic knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. | Candidates understand the importance of promoting the current and future success and well-being of students and adults as a whole by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. | Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. |

<p>| NELP Standard 7 | Candidates fail to understand or demonstrate the capacity to promote the current and future success and well-being of each student | Candidates demonstrate limited capacity to promote the success of each student | Candidates address the success of students, in general, by implementing coherent systems of curriculum, instruction, data systems, supports, and assessment. | Candidates understand the importance of promoting the current and future success and well-being of students | Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. |</p>
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<td>student and adult. Candidates fail to demonstrate the ability to apply the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</td>
<td>students by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</td>
<td>applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</td>
<td>and adults, as a whole, by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</td>
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