



EL 703 Administration and Curriculum Improvement Wintermester 2019

Number of Credits

3

Instructor

Jafeth E. Sanchez

Catalog Description

Clarifies the role of the administrator in improving curriculum and instruction in public schools.

Required Textbooks/Materials

The following texts are required material in this course:

Schiro, M. S. (2013). *Curriculum theory: Conflicting visions and enduring concerns* (2nd ed.). Los Angeles, CA: Sage.

Additional readings or suggested text may include:

Chapters, websites, peer-reviewed journal articles, video excerpts, and other resources made available via WebCampus modules.

Student Learning Outcomes

Upon successfully completing this course, students will be able to

- explain foundational concepts related to curriculum theory, as well as knowledge of curriculum and its development;
- articulate a personal educational platform upon which an appropriate vision for public education can be based, including an understanding of the challenges and opportunities of diversity in American schools;
- describe a broad understanding of the systems and processes that impact public schools, along with issues that administrators face in education focused on curriculum;
- use various qualitative and quantitative tools to assess curricular improvement efforts;
- conduct a curriculum review and analysis of a curriculum text, program, or unit and appropriately present critical findings and recommend strategies for improvement;
- and
- refine skills of oral and written communication.

First Week of Materials/Assignments

The following schedule is subject to change:

- January 2:* Topic: course overview, introduction to curriculum ideologies
Readings: read chapter 1, *Curriculum Theory* text (pp. 1-13)
Assignments/To-Do: view course overview and syllabus video, complete curriculum ideologies inventory (pre)
Discussion 1 (Due Jan. 2)
- January 3:* Topic: the academic scholar ideology and discipline, common core standards (CCSS) knowledge and implementation
Readings: read chapter 2, *Curriculum Theory* text (pp. 15-35)
Assignments/To-Do: complete core ready schools self-assessment tool, begin stages of concern evaluation
Discussion 2 (Due Jan. 3)
- January 4:* Topic: academic scholar and historical context; purpose, teaching, learning, knowledge, childhood and evaluation; the instructional shifts: implications for curriculum and instruction
Readings: read chapter 2, *Curriculum Theory* text (pp. 35-55)
Assignments/To-Do: review common core shifts, watch guest speaker video
Syllabus Quiz (Due Jan. 4)
Discussion 3 (Due Jan. 4)

Course Details

This course helps (aspiring) administrators gain the knowledge and skills to guide curriculum development, make informed curriculum decisions, clarify instructional focus of teachers, and communicate effectively about curriculum.

Instructional methods will be delivered via WebCampus, an online platform, including online learning modules and activities, and video-lecture presentations. Activities will provide opportunities to actively engage in leadership processes, self-reflection, and learning about the material covered. You are expected to log into WebCampus as an active participant who is prepared to thoughtfully discuss assigned readings and engage in activities based upon the concepts. Activities will be *asynchronous*, but your access to WebCampus will be reviewed to monitor access to the course and materials.

Grade Breakdown

The point distribution for the course is:

Assignment	Points
Syllabus Quiz	20
Discussions (5 points each discussion)	5

Assignment	Points
Stages of Concern Curriculum Evaluation	25
Self-Analysis Reflection	25
Executive Summary of Curriculum Review/Analysis	50
<i>Total</i>	<i>125</i>

The percentage distribution for the course is:

Letter	Percentage
A	93–100
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
F	below 70

These percentage scores will be based on the total points possible and rounded to whole values.