Educational Leadership 703: Administration and Curriculum Improvement

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Semester: Spring 2012  
Location: WRB 4050  
Time: Wednesdays, 4:00 - 6:45

Catalog Course Description

Helps administrators gain the knowledge and skills to guide curriculum development, make informed curriculum decisions, clarify instructional focus of teachers, and communicate effectively about curriculum.

Goals

1. Develop a broad understanding of the systems and processes which impact public schools.
2. Develop a foundation of knowledge about curriculum and curriculum development, including knowledge of effective teaching and learning.
3. Develop 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.
4. Develop knowledge and skills regarding the change process.
5. Develop an understanding of the role of appropriate assessment in public education.
6. Refine skills of oral and written communication.*

*Note: The effectiveness of educational leaders is often dependent upon their ability to express ideas clearly. Hence, assessment of oral presentations will include attention to clarity, interest, preparation, timing, and appropriateness for the intended audience. Assessment of written assignments will include attention to clarity, grammar, spelling, punctuation, and syntax. The Publication Manual of the American Psychological Association (6th Ed) is the standard for style. Students are encouraged to develop and refine word processing skill as a tool for effective writing.

ISLLC Standards

The Department of Educational Leadership, as an NCATE-accredited program, prepares students with reference to standards established by the Interstate School Leaders Licensure Consortium. A full list of these standards will be available on the Department's web page. The particular ISLLC standards which this course focuses on are: 1K3; 1K5-6; 1P8-11; 2K1-11; 2P1-18; 2P20; 3K1; 3K7; 3P1-4; 3P7-8; 3P17-18; 4K1-2; 4P1; 4P3; 4P5-6; 4P11; 4P165K1; 5K3-5; 5P11--; 6K2; 6K4-5; 6K7-8; 6P1; 6P4-5.
Instructional Methodologies

Class sessions will feature discussions, cooperative learning activities, and lecture presentations and will provide opportunities to actively engage in thinking and learning about the material covered. You are expected to come to class prepared to thoughtfully discuss assigned readings and to participate in activities based upon the concepts.

Assessment Criteria

Participation in WebCampus Discussions  (25 points)
There will be a number of prompts posted for group web discussion. Each student is expected to provide “food for thought” and to respond thoughtfully to what other students have provided to the intellectual potluck. Each discussion will have a beginning and ending date posted.

Research on Change Facilitation  (50 points)
Create a rubric describing an actual innovation in a school setting to which you have access. Then, using both the Stages of Concern and the Levels of Use instruments, investigate the progress of this change. Gather data from at least 10 teachers for each instrument; analyze the data; and prepare a plan for further facilitating change in that school. The written report will contain the following sections (typical lengths are noted for each part): (1) description of the innovation and the IC rubric (3 - 4 pages); (2) Stages of Concern (10 pages of data and 2 - 3 of analysis); (3) Levels of Use (5 pages of data and 2 - 3 pages of analysis); Facilitation Plan (4 - 6 pages). In addition to the written report, you should be prepared to give a brief oral summary (5 minutes) in class.

Site Review  (25 points)
Investigate the instructional program in a school setting to which you have access. Using the principles addressed in class, prepare a report which could be presented to the local school administration or board of trustees. The report will cover the school’s strengths and weaknesses (5 - 7 pages), along with a clear blueprint for improvement (5 - 7 pages). Data sources to support your findings and recommendations should be included in appendices.

Texts

The required texts for the course are:

Goodwin, B. *Simply better.* Alexandria, VA: Association for Supervision and Curriculum Development


## Class Schedule  EL 703 / Spring 2012

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
<th>Assignment Due</th>
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<td>1</td>
<td>January 24</td>
<td>Introduction to curriculum</td>
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<td>2</td>
<td>February 1</td>
<td>Web discussion: Philosophical conflicts in professional life</td>
<td>Web File 1</td>
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<td>3</td>
<td>February 8</td>
<td>The “why” of education and the “how” of curriculum</td>
<td>Tyler, 1-4</td>
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<td>4</td>
<td>February 15</td>
<td>Web discussion: How do we know what we’ve done?</td>
<td>Web File 2”</td>
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<td>5</td>
<td>February 22</td>
<td>Understanding change</td>
<td>Hord et al., 1-3</td>
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<td>6</td>
<td>February 29</td>
<td>Web discussion: experiences with change</td>
<td>Web File 3</td>
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<td>7</td>
<td>March 7</td>
<td>Assessing change</td>
<td>Hord et al., 4-6</td>
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<td>March 14</td>
<td>Web discussion: What resonates?</td>
<td>Web File 4</td>
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<td>9</td>
<td>March 28</td>
<td>Site assessment</td>
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<td>10</td>
<td>April 4</td>
<td>Curriculum success</td>
<td>Goodwin, 1-49</td>
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<td>11</td>
<td>April 11</td>
<td>Web Discussion: Flexible scheduling</td>
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<td>12</td>
<td>April 18</td>
<td>Curriculum support</td>
<td>Goodwin, 50-161</td>
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<td>13</td>
<td>April 25</td>
<td>Playing the game</td>
<td>Change simulation</td>
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<td>14</td>
<td>May 2</td>
<td>Reports from the field</td>
<td>Change Project</td>
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<td>15</td>
<td>May 9</td>
<td>Reports from the field</td>
<td>Site Review</td>
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## Conceptual Framework

This course is based upon the mission of the Department of Educational Leadership -- developing leadership for quality education for all students. Our conceptual framework is devoted to helping students develop a strong fund of knowledge. Among the attributes we aim to develop in future leaders are those of being reflective, possessing a love of learning, and valuing democracy and diversity. We believe educational leaderships is, at its heart, a moral craft, and we are committed to helping prepare effective practitioners of that craft.
As a department we see our students and ourselves as a cohesive community of reflective scholar practitioners. Research on schools where students achieve consistently has found that these schools have strong instructional leaders, and our vision and collaborative efforts focus on creating such leaders.

**Accommodation of Students with Disabilities**

Each student who qualifies with a disability is to provide the instructor with a letter from the Disability Resource Center stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the Center at 784-6000.

**Academic Dishonesty**

The *University Catalog* defines the standards for plagiarism and cheating which apply to all programs at UNR; all students are responsible for knowing and abiding by these standards. Plagiarism is defined as “submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion.” Students should note the second part of this definition prohibits giving unethical assistance to others and that such behavior is subject to the same penalties as receiving such assistance.

Students should also be aware that the Department of Educational Leadership expects that work submitted for any course will not be recycled from previous coursework, either within the department or outside. Faculty do recognize that, especially at the doctoral level, students may be developing a research topic which is cumulative (usually leading to a dissertation) and that different aspects of the topic may be explored in more than one course. In such a situation, it is the responsibility of the student to notify a faculty member of previous work done in the area and to provide copies of this previous work to ensure that the new work is a valid extension and elaboration of those efforts. Failure to secure prior faculty approval for the use of related work shall be regarded as plagiarism and subject to the penalties for other forms of academic dishonesty.