



**EDUL6331r**  
 Curriculum Development and Instructional Leadership  
 SECTION ONE  
**COURSE SYLLABUS**  
 Fall 2009

**INSTRUCTOR:** Dr. Shirley J. Mills

**CLASS TIMES:**

**Section 01—Reduced Seating, majority of the course online**

**OFFICE HOURS: MONDAY 1:00-4:00 TUESDAY 1-3**

Individual Appointments are available upon request

**OFFICE: EDCC 1.606**

**OFFICE PHONE (956)292-7444**

**OFFICE EMAIL: millssj@utpa.edu**

**HOME PHONE (956)682-0067**

**Blackboard <<http://cdl.utpa.edu/Home/>>**

### **Course Description**

This course will focus on curriculum development, implementation and evaluation at all levels of the school and district with an emphasis on instructional leadership practices for teachers, principals and district administrators that improve the teaching and learning processes for the benefit of students. This course is designed for individuals without a master's in educational administration who are seeking principal certification (*UTPA Course Catalog*).

### **Course Class Schedule**

Students will attend three classes on campus and will complete the rest of the course online. The instructor will be readily available to meet personally upon request with any individual who wishes to discuss difficulties experienced with the course.

### **Course Goals/Objectives**

The goal of this course is provide a venue for students to learn how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. The student will learn 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. This course will meet the TExES competencies listed below.

**Competency 001**

- 1.3 Implement strategies to ensure the development of collegial relationships and effective collaboration

**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.***

- 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 or other campus stakeholders involved in curriculum design and delivery.

**Competency 005**

***The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.***

- 5.1 Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 5.2 Facilitate the implementation of sound, research-based instruction strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 5.4 Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and service to meet individual student needs.
- 5.5 Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 5.6 Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- 5.7 Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- 5.8 Facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- 5.9 Analyze instructional needs and allocate resources effectively and equitably.

- 5.11 Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

### ***Local Competencies***

- 5.12 Ensure responsiveness to local cultural and demographic issues focusing on English Language Learners (ELL) and recent immigrants.
- 5.13 Ensure responsiveness to local economic conditions related to campus learning communities.

### **TEXTS**

1. Wiles, J. (2009). *Leading curriculum development*. Thousand Oaks, CA: Corwin Press (\$28.75)
2. Glatthorn, A., & Jailall, J. (2009). *The principal as curriculum leader: Shaping what is taught and tested*. Thousand Oaks, CA: Corwin Press (\$27.85)
3. Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. *Basic Guide to Supervision and Instructional Leadership, The (2nd Edition)* (Paperback)

Additional Readings as provided by instructor

### **CREDIT**

Graduate--Three Credit Hours

### **GRADING POLICY**

Discussion Participation	600 points
Attendance online or in person weekly	150 points
Interview of Principal with a reflection paper	100 points
Two Journal Article Critiques	250 points
Class Presentation	250 points
Research Paper	250 points
Midterm Exam	100 points
Final Exam	100 points
Total Points	1800 points
A= 1625 to 1800 points	
B= 1450 to 1624 points	
C= 1275 to 1449 points	

### **STUDENT EXPECTATIONS**

1. Attend all classes whether online or in person and participate in class and group discussions

2. Turn in assignments on time
3. Class attendance is expected and the attendance grade will be penalized for missing class or failing to contribute to the weekly discussions with 10 points deducted from final grade.
4. As teachers striving to be principals or teacher leaders, you will be expected to arrive *on time* to class or post in the online modules.
5. Each group will be assigned chapters to present to the class via Wimba. The presentation must be done with a PowerPoint. TE<sup>x</sup>ES competencies must be noted and met in the presentation. Research-based information must be included in the presentations. Site sources in your PowerPoint. It must be sent to the instructor one week prior to the Wimba presentation in order to upload to Wimba.
6. Students will interview a principal of their choice and post their answers to the five questions that the class will decide upon prior to the interview.
7. A midterm essay exam will be held online on a specified night.
8. The final exam will be a comprehensive essay exam. You will be required to answer the question by providing a thorough synthesis of all materials used in this course with research cited.
9. Research Papers will consist of an analysis of a content area in the curriculum. Students can work in groups of two or three to complete this paper.

## **GENERAL POLICIES**

### **Attendance Requirements**

Based on the Handbook of Operating Procedures (5.2.4), all students are expected to attend all classes either online or in person. It is the responsibility of the student to inform the instructor of expected absences. All absences will be considered by the instructor based on extenuating circumstances on a case by case basis. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit of the course, the instructor may drop the student from the class with a grade of "D/F".

### **Classroom Conduct**

As future campus leaders, you are expected to help maintain a classroom environment that is conducive to learning whether in person or online. You are here to grow intellectually and socially, demonstrating a serious purpose, and an interest in growing academically. Each student is expected to model problem solving skills with intelligence, reasonableness, and consideration for the rights of others. All students are expected to respect the rights and freedoms of others, as they are entitled to those same rights and freedoms.

### **Academic Dishonesty/Plagiarism**

Scholastic dishonest includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to

another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty will not be tolerated in any manner and will be dealt with swiftly according to the Department of Educational Leadership Policy. For further information concerning student conduct, please access the UTPA Handbook of Operating Procedures, Section 5.5.1 (Student Conduct) and section 5/5/2 (Student Conduct Code) found at

<<http://www.utpa.edu/newhop/files/pdf/T7894644.pdf>>.

The following excerpt was taken from the University of Texas System policy regarding fair use of copyrighted materials including the Rule of Thumb and the four factors fair use test, available from the UT System found at

<[www.utsystem.edu/ogc/intellectualproperty/copypol.htm](http://www.utsystem.edu/ogc/intellectualproperty/copypol.htm)>.

#### **RULES OF THUMB FOR RESEARCH COPIES**

Limit research copies to

- Single chapters
- Single articles from a journal issue
- Several charts, graphs, illustrations
- Other similarly small parts of a work.

The four fair use factors:

1. What is the character of the use?
2. What is the nature of the work to be used?
3. How much of the work will you use?
4. What effect would this use have on the market for the original or for permissions if the use were widespread?

For further information, access the UTPA Handbook of Operating Procedures Section 4.10.1 (use of copyrighted material).

#### **Enrollment**

If your name does not appear on the class roster by the class day indicated on the university calendar, you will be dropped from the class. It is your responsibility to check with the Office of Admissions and Records to ensure that you are properly enrolled.

#### **American with Disabilities Act**

If you have a documented disability that will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance, due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emiliam Ramirez-Schunior located in the Hall Room 1.101 immediately. Appropriate arrangements/accommodations can be arranged.

#### **Assignments**

All assignments should be written, typed, and submitted in APA (American Psychological Association) form on or before the assigned due date. APA is most commonly used to cite sources within the social sciences. There are many resources available on the web in addition to the **5th edition** of the APA manual. A few sites that I found useful are:

<http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.psywww.com/resource/apacrib.htm>  
[http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796) (Excellent)  
[http://www.wisc.edu/writetest/Handbook/DocAPAFormat\\_Title.html](http://www.wisc.edu/writetest/Handbook/DocAPAFormat_Title.html) (Excellent)  
<http://www.wooster.edu/psychology/apa-crib.html#Commas>  
<http://library.osu.edu/sites/guides/apagd.php>

**Always save a copy** of what you submit.

### **Cell Phones and other Portable Devices**

As a courtesy to other students and the professor, cell phones, beepers, pagers, etc. ***must be turned off or turned to vibrate mode.*** During quizzes and tests, cell phones and beepers must be turned off.

A schedule will be provided to students on the first day of class detailing assignments and class requirement.

## **CLASS WEBSITE**

You can access our "Blackboard" site at <http://cdl.utpa.edu/Home/> to facilitate group work, keep communication open between you and me, and provide a site for all assignments.

Please send any questions, concerns, or needs to me via Blackboard email. I will check it daily.

## **BLACKBOARD HINTS**

**To verify your Computer is Compatible with Blackboard.**

**Follow the instructions given:**

- 1) Open your Internet Browser and type the following link: <http://cdl.utpa.edu/Home/>
- 2) Click on Blackboard Login – found on the left side of the screen
- 3) Click on Login
- 4) Click on the Browser Check – located on the right side of the screen  
(This will run a scan on your computer to verify your computer is compatible with Blackboard. If your computer is compatible, green checks will appear in front of each statement. If it is not compatible, red X's will appear in front of each statement. If you get a red X, please call our Help Desk at 318-5327.)

**To Log In EDUL 6331, follow the instructions given:**

- 1) Open your Internet Browser and type the following link: <http://cdl.utpa.edu/Home/>
- 2) Click on Blackboard Login – found on the left side of the screen
- 3) Click on Login

- 4) Then insert your Pan Am username and Panama password from your Pan Am email.
- 5) Then Pop ups will appear regarding Java – Click “Run”
- 6) Under “Course List” – Click on EDUL 6331

**How to Submit an Assignment using Microsoft:**

- 1) Once you are logged into your Blackboard class, Click on the Assignment Tool located on the left side of the screen.
- 2) Click on the appropriate Assignment link
- 3) Read the Instructions
- 4) Click on Add Attachment.
- 5) Then a Pop Up will appear – Click on My Computer – locate your file saved in Microsoft Word.
- 6) Then Click OK.
- 7) In the “Add Comments” – students can add any additional information needed.