Henderson State University  
Teachers College  
Department of Advanced Educational Studies  
Division of Educational Leadership

A. Course Title: EDL 6623 Curriculum Strategies for Instructional Leaders

B. Catalog Description: This course focuses on the interaction between curriculum, instruction, and assessment as essential to student achievement. It examines the role of the principal as a facilitator of curriculum design and implementation. Activities and projects in the course provide the knowledge and skills that principals need to understand models and methods of curriculum design, best instructional practices, and alternative methods of student assessment.

C. Purpose: This course is designed to focus on the interaction between curriculum, instruction, assessment as essential to student achievement. All management and leadership activities in schools need to be directed toward improving the quality of life and learning for all students. The primary role of the leader is to facilitate teaching and learning in school. In order to provide this leadership, leaders should have an understanding of curriculum, instruction, student assessment and program evaluation and an appreciation for the interdependence of each. Effective school leaders facilitate, lead, evaluate, and create opportunities for the educational program to better meet the needs of all students.

D. Required Text:  
TK20 system-one time purchase. (from bookstore ISBN 097440818 or from vendor.)  
Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts may be purchased in the university bookstore or directly from Tk20. A user account may be utilized for seven years from the activation date.


E. Conceptual Framework: The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies
our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. Mission Statements:

HSU Mission Statement
Henderson State University, “The School with a Heart” offers quality undergraduate and graduate education to a diverse student body. As Arkansas’s public liberal arts university, we empower each student to excel in a complex and changing world.

Teachers College Mission Statement
To prepare reflective teachers, school leaders, counselors, and other professionals through quality instruction, service, and research to demonstrate high expectations for individual self-realization. Moreover, Teachers College, Henderson is committed to preparing these professionals with the 21st century knowledge and skills required to become successful citizens in a highly technological and diverse world.

Educational Leadership Mission Statement
The HSU Educational Leadership MSE program prepares candidates for P-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a building level administrator.
3. Collaboration: To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district

6 Dispositions
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. Use of Technology: Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual
communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

H. **Diversity:** The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal — _from many, one!_ The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

1. Design a learner centered schedule that meet the needs of diverse groups of students
2. Design and present a creative presentation of learning from Paynes’ _Framework for Understanding Poverty_ and an explanation of how this knowledge will impact their role as principal or curriculum administrator
3. Research learning styles and development growth of a diversity of learners.

I. **Students with disabilities:** It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at www.hsu.edu/disability.

J. **Objectives:**

This course will be a combination of web-based activities and classroom meetings. Students are required to learn the concepts through diligent reading of the specified chapters and materials, completing the assignments, attending required class meetings, and seeking assistance when necessary. The instructor facilitates the course by providing readings, practice problems, questions and responses, additional resources, links to appropriate websites, feedback on assignments and opportunities to discuss and review in class.

**Learner Outcomes (ELCC Standards 2011)**

Candidates demonstrate skills required to:

- Design and support a collaborative process for developing and implementing a school vision.
  
  ELCC 1.1; ISLLC 1
• Articulate a school vision of learning characterized by a respect for students and their families and community partnerships. ELCC 1.1; ISLLC 1
• Create school-based strategic and tactical goals ELCC 1.2; ISLLC 1
• Design a transformational change plan at the school-building level ELCC 1.4; ISLLC 1
• Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices. ELCC 2.1d; ISLLC 2
• Promote trust, equity, fairness, and respect among students, parents, and school staff. ELCC 2.1; ISLLC 2
• Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction ELCC 2.2, 2.3, 2.4; ISLLC 2
• Monitor instructional practices within the school and provide support to teachers as leaders ELCC 2.3; ISLLC 2
• Collaborate with community to design curriculum and programs that increase student achievement ELCC 4.1; ISLLC 4
• Develop a school learner centered schedule that focuses on meeting student needs in keeping with state and national requirements ELCC 1.1, 1.2, 2.1, 2.2, 3.2, 3.5, 4.1, 5.1, 5.5, 6.1; ISLLC 3
• Analyze leadership decisions in terms of established ethical practices ELCC 5.2; ISLLC 5
• Analyze the complex causes of poverty and other disadvantages and facilitate the design of curriculum that shows advocacy for students and parents. ELCC 4.1; ISLLC 6
• Identify and anticipate emerging trends and issues likely to affect the school ELCC 4.1; ISLLC 4
• Adapt leadership strategies and practice to address emerging school issues ELCC 1.4; ISLLC 4

Candidates demonstrate knowledge of: (CONTENT)
• Collaborative school visioning ELCC 1.1; ISLLC 1
• Methods for involving school stakeholders in the visioning process. ELCC 1.1; ISLLC 1
• Organizational effectiveness and learning strategies. ELCC 2.2; ISLLC 2
• Implementation and evaluation of school improvement processes ELCC 1.3; ISLLC 1
• Variables that affect student achievement ELCC 1.2; ISLLC 1
• Role of professional learning in continual and sustainable school improvement ELCC 1.3; ISLLC 1
• Theories on human development behavior, personalized learning environment and motivation. ELCC 2.1; ISLLC 2
• Curriculum development and instructional delivery theories ELCC 2.2; ISLLC 2
• School technology and information systems to support and monitor student achievement ELCC 2.4; ISLLC 2
• Instructional leadership practices. ELCC 2.3; ISLLC 2
• Leadership theory, change processes, and evaluation ELCC 2.3; ISLLC 2
• Standards for high-quality teacher, principal, and district practice ELCC 2.3; ISLLC 2
• Technology and its uses for instruction within the school ELCC 2.4; ISLLC 2
• Management theories on effective school-time, priorities, and schedules ELCC 3.1, 3.4; ISLLC 3
• Information pertinent to the school’s educational environment ELCC 4.1; ISLLC 4
• The relationship between ethical behavior, school culture, and student achievement. ELCC 5.2; ISLLC 5
• The effect of ethical behavior on one’s own leadership **ELCC 5.2; ISLLC 5**
• The effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning **ELCC 6.1; ISLLC 6**
• Future issues and trends that can affect schools (e.g. entrepreneurial approaches). **ELCC 6.3; ISLLC 6**
• Contemporary and emerging leadership strategies to address trends. **ELCC 6.3; ISLLC 6**

**K. Course Outline:**
1. Laying the Foundations
2. Shaping State and District Curricula
3. Providing Leadership through Learner Centered Schedules
4. Aligning, Integrating, and Assessing the Curriculum for Instruction
5. Designing Curriculum and Program Improvement
6. Shaping National, State and District Curricula

**Assignments**

1. **Stages of Development.** In this assignment, you work with a partner to prepare a presentation and with a handout that summarizes the cognitive, social, emotional and physical characteristics and developmental tasks at various ages. These are related to general implications for curriculum for one of the age groups listed in the lesson. See Lesson Module for more directions. **ISLLC and ELCC standard 2**

2. **Trends and Issues.** You will join a partner to research a particular issue or trend in curriculum. The presentation should include: 1. a discussion of the issue or problem, 2. relevant theory or expert opinion, 3. a brief review of literature and results of research, and 4. implications and recommendations for curriculum and other educational practices. See Lesson for more directions. **ISLLC and ELCC Standards 1-6 according to trend studied.**

3. Classroom presentations of Payne’s text *A Framework for Understanding Poverty*. See Lesson for more directions. **ISLLC and ELCC standards 1, 2, 3, 4, 5**

4. Classroom presentation of Marzano’s *Classroom Strategies that Work*. See Lesson for more directions. **ISLLC and ELCC standard 2**

5. Read articles as assigned in each lesson. **ISLLC and ELCC standard aligned to each article.**

6. Create a learner centered schedule addressing the criteria for a learner centered schedule and Arkansas curriculum requirements. See Lesson for more directions. **ISLLC and ELCC standards 1-5 8 hours for internship**

7. Examine test scores in the candidate’s building and create an action plan to address concerns. **4 hrs. on internship**

**L. Field Experience Requirements:**
Providing Leadership through Learner Centered Schedules - **Total 8 hrs for internship**

1. **Learner Centered Schedule (ELCC 1, 2, 3, 4: ISLLC 1, 2, 3, 4)** - The candidate will examine the schedules in their respective buildings. The candidate will create a learner centered schedule that meets the criteria of a learner centered schedule (Glatthorn, 2000, p.88). They will also consider Arkansas law and regulation. They will present schedule in class describing the process the schedule and the evaluation. See lesson for specifics.

2. Analysis of school data and action plan to address concerns. **Total 4 hrs. for internship**

**M. Course Evaluation and final program evaluations**

**Rubrics:** The students will be graded by rubrics for their presentations and their projects. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

Final program evaluations

**Assignments and course grade will be based on the following scale:**

- A=90-100
- B=80-89
- C=70-79

**NOTE:** Grades marked late by the required date in Angel will lose 10 points for the earned grade on that assignment. If candidates read their presentations or fail to be present on the date of presentation, they cannot make more than a “B” on the presentation when it is dropped in Angel.

**Exit Portfolio:** A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The students will select artifacts from class assignments and align them to the appropriate ELCC and ISLLC and NETS-A standards. They will select at least one artifact for each standard. They will write reflections that demonstrate how the artifact helped them master the standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC standards 1-6 and the NETS-A standards one through five.

**N. Attendance Policy:** Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each class unless prevented by circumstances beyond your control. The professor should be notified when you HAVE to miss. (ahead of time if possible).
O. **Student Handbook Policy:** Henderson State University complies with federal and state legislature that protects students’ rights. A listing of all applicable federal and state statutes can be found in the *Graduate Catalog*. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 774-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through [www.hsu.edu](http://www.hsu.edu).

P. **Academic Honesty:** Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. **References**

**Books:**


**Articles:**


**References for 21st Century Learning:**

**Books:**
- Pitler, et. al. (2007) *Using technology with classroom instruction that works.* Alexandria, VA: ASCD.


**Online sources: (Note: not in APA format)**

Technology’s Influence on High School Completion: [http://education.alberta.ca/media/823068/techandhighschoolsuccess.pdf](http://education.alberta.ca/media/823068/techandhighschoolsuccess.pdf)

Wikis, Blogs, Presentations:
- The 21st Century Classroom
- The 21st Century Learner
  - [http://www.slideshare.net/mscofino/](http://www.slideshare.net/mscofino/)
- Professional Development Components for Change created from table found on Educational Origami Wiki
  - [edorigami.wikispaces.com/Managing+complex+change](http://edorigami.wikispaces.com/Managing+complex+change)
- Think about it…Willing to learn vs. waiting to be taught. Based on a Steven Kimmi’s blog post :”Taught versus learn, a distinguishing factor”
- The Networked Teacher based on Alec Couros's graphic
  - [educationaltechnology.ca/couros/799](http://educationaltechnology.ca/couros/799)