

**Vision Statement**

We develop educational leaders who create tomorrow's opportunities.

**Mission Statement**

Our mission is to prepare professionals to serve and lead education and human services organizations.

**EDL 662****Leadership in Instructional Planning****Educational Leadership Department****GENERAL INFORMATION**

**Credit hours:** 3

**Instructor:**

**Office hours:**

**E-mail address:**

***Course prerequisites***

Admission to Graduate College; EDL 600

***Course description***

Evaluate change in curriculum and teaching procedures and analyze procedures for implementing desirable changes in this area.

***Student Learning Expectations/Outcomes for this Course*****Candidates will achieve the following ELCC Standards:**

1.2 Candidates understand and can sustain school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs informally aspects of schooling.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

7.1 Substantial Field and Clinical Experience.

**COE and PEU Evaluation of Dispositions:**

- Modeled professionalism regarding democratic enterprise.
- Exhibited openness to diverse cultures, individuals, and to new ideas through inquiry and self-reflection.
- Modeled professional ethics and sound professional judgment.
- Demonstrated empathy in their relations with faculty, staff, and students.
- Demonstrated willing leadership to their profession.

## ***Course structure/approach***

The methods of instruction may include:

- Small-group activities
- Reading of required text, articles, outside readings
- Role-playing and simulations
- Completion of projects and assignments
- Group discussion
- Demonstrations

## ***Textbook and required materials***

### **Required Texts:**

Henson, K. T. (2010). *Curriculum Planning: Integrating multiculturalism, constructivism, and educational reform, 4<sup>th</sup> ed.* Long Grove, IL: Waveland Press. ISBN: 13:978-1-5776-609-7  
Digital copy available for \$32.98 at

[http://www.coursesmart.com/9781577666097?\\_professorview=false&\\_hdv=6.8](http://www.coursesmart.com/9781577666097?_professorview=false&_hdv=6.8)

Also available through NAU Bookstore.

### **Suggested Supplemental Text:**

Wiggins, G., McTighe, J. (2005). *Understanding by Design (2<sup>nd</sup> ed.)*. Alexandria, VA: ASCD.

Zemelman, S., Daniels, H., Hyde, A. (2005). *Best practices: Today's standards for teaching and learning in America's schools (3<sup>rd</sup> ed.)*. Portsmouth, NH: Heinemann.

(See attached Reading List)

## ***Course Outline***

**Introduction to Curriculum**  
**Curriculum Concepts, Theories, and Models**  
**Curriculum Design and Organization**  
**Curriculum Goals and Understandings**  
**Curriculum Evaluation**  
**Implementing the Curriculum**  
**Social Foundations and Trends in Education**  
**Leading the Process**

## ***Assessment of Student Learning Outcomes***

1. **Policy Quiz** 10 points
2. **Discussion Participation** 80 points

Students will demonstrate understanding of assigned material through *active* participation in various discussions and small group work. Discussions close Sunday (midnight) of assigned week, and the “late work policy” does not apply. Just as in a face-to-face class, when the discussion is over, it is over. Most discussions require one original post and at least three meaningful responses.

3. **Tests** 100 points  
Students will demonstrate clear understanding of text material through tests over each unit of instruction. Tests are due Sunday (midnight) of assigned week, and the “late work policy” does not apply.
4. **Developing Sample Curriculum** 140 points  
Students will develop a curricular design sample for a subject of their choice, using the “backwards design” process. Student should limit the scope of their project to one-two established goals, or approximately one unit of the course. Portions of this assignment are due in draft form throughout the course, for a total of 90 of the 140 points. Five distinct sections make up this project: Rationale; Unit Outcomes; Unit Assessments; Exemplar Learning Experiences; and Supplemental Material Appendix (Administrators’ Guide, Instructional Best Practices, etc.). This assignment must be professionally constructed (see rubric for further details).
5. **Research Paper: Best Practices of Curriculum Leadership Process** 30 points  
Students will research and write a comprehensive paper to demonstrate their knowledge in curriculum leadership practices. This includes, but is not limited to, district/school data analysis (AIMS/TerraNova, AYP data, and other appropriate data sources), “needs” analysis, research-based problem solving, involvement of stakeholders, decision making, and general leadership and implementation practices. This assignment must be professionally constructed (see rubric for further details).
6. **NAU Course Evaluation** 5 points  
Students will submit a copy of the confirmation page for the NAU course evaluation for EDL 662. This demonstrates responsibility in providing necessary assessment to improve course delivery.

### ***Grading System***

The final grade will be based on the above 365 total points as listed. The following scale will determine grades. Scores of 90% and above are awarded grades of A. Scores of 80-89% are awarded grades of B. Scores of 70-79% are awarded grades of C. Scores of 60-69% receive a D. Scores of 59% and below will be recorded as a failing grade.

The instructor reserves the right to make both qualitative and quantitative assessments of student performance. Graduate students are expected to produce high quality, professional work in all assignments.

### ***Course policy***

This class will be a success for you and for others if you take responsibility for your own learning and then make sure you share your learning and experiences with the other participants in the class. Never forget that this is a class in leadership and it is your ideal chance to practice, assess and improve your own leadership skills. Take the risk, for example, to find out who you are as a leader and discover how important ethics and character are to the role of the leader.

- ***Makeup Work***
- Due dates of assignments are included in the course calendar. If you are not clear on any assignment requirements, please ask your instructor during the first week of the course. You are permitted and encouraged to proofread each other’s assignments.

- Before turning in assignments, make a copy for your files.
- To receive full credit for assignments, they must be received on the due date. Any assignment may be turned in earlier than the due date, but may not be graded until that due date. Late assignments will be accepted with a 20% deduction of points possible for each class they are late. Excuses include death/serious accident to self, or close relative (parents, spouse, and children), or an Institutional Excuse from the Dean's office. Any "excuse" request must be documented with appropriate paperwork. You MUST notify instructor within 48 hours of initial incident and/or missed assignment due date. You may not miss substantial portions of class and make hardship claim at the end of class; keep instructor informed.
- **Attendance**
- Class attendance is mandatory. Please notify instructor of any major emergency that will keep a student from taking part in class activities immediately.
- Course participation is the student's opportunity to demonstrate leadership and service to the class. "Lateral" learning is an asset in this class.
- Students are responsible for maintaining and monitoring ALL correspondences with instructor through the last day of class.
- **Statement on plagiarism and cheating**
- Academic integrity and honesty are required in all NAU classes. To knowingly represent the words or ideas of another as your own is plagiarism and is a major violation of the NAU student code.
- NAU policies and procedures are to be followed by all students and can be reviewed in the appendices of this syllabus.

### **Important Note**

- Ability to use technology for communication and class presentations is desired. *Salmon*
- Due to the nature of individual or group needs, this course may be altered or changed to meet those needs or priorities. Times and dates may change due to circumstances during the course. If significant changes to this document become necessary, those changes will be provided to students in a written and timely manner.

### **Reading List:**

Breaking Ranks. (1996). Alexandria: ASCD.

Breaking Ranks II: Strategies for Leading High School Reform. (2004). Alexandria: NASSP.

Caine, R. N., & Caine, G. (1997). *Education on the edge of possibility*. Alexandria: ASCD

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria: ASCD.

Glatthorn, A. A. (1994). *Developing a quality curriculum*. Alexandria: ASCD

Jacobs, H.H. (2004). *Getting Results with Curriculum Mapping*. Alexandria: ASCS.

Marzano, R.J., Kendall, J.S. (1996). *Designing Standards-Based Districts, Schools, and Classrooms*. Alexandria: ASCD.

Tyler, R.W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.

## *Northern Arizona University Policy Statements*

### *SAFE ENVIRONMENT POLICY*

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.htm>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

### *STUDENTS WITH DISABILITIES*

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

### *INSTITUTIONAL REVIEW BOARD*

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website:

<http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

### *ACADEMIC INTEGRITY*

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

### *ACADEMIC CONTACT HOUR POLICY*

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.