

California State University San Marcos
Administrative Services Credential Program
March 2003

EDAD 632 – Innovation, Diversity and Evaluation in Curriculum Development
(3 Units)

Monday 4:30-9:15 PM CSUSM
Bonita Drolet, Ed.D. H 760-942-5501
bdrolet@eusd.k12.ca.us W 760-944-4300 ext.121

Marge Hobbs, Ed. D H 949 361 4343
mhobbs@sbsd.k12.ca.us W 858 794 3913
Office Hours: Monday, 6:00-6:45pm and by appointment

Mission of the College of Education at CSUSM. The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

(adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Writing: In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages), which can be administered in a variety of ways.

Attendance Policy: Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

Grading Policy: Students will be evaluated on class participation and written assignments. The final grade will be based 50% on class participation, 40% on the written assignments and 20% on in-class activities. Written assignments are to be prepared in New Times Roman, 12 font, with one inch margins.

Course Description for EDAD 632: The leadership role of site and district administrators is critical in the development of curricular programs responsive to the diverse populations of the contemporary school. Through the examination, analysis and evaluation of current curricular models, policies and procedures students learn how to develop transformative curricula. Students examine the role of evaluative measures as integral to curricula development, explore innovation and change in teaching and learning, and investigate appropriate methods for stimulating change in public education.

Goals for EDAD 632: The course will assist administrative candidates to

1. Appreciate, support and affirm diverse students through curricular development, implementation and evaluation
2. Implement strategies to achieve and maintain educational equity
3. Value and incorporate innovation and change into the management process
4. Function as the curricular leader for the school site

Course Objectives for EDAD 632 Upon completion of the course the candidate will know/understand:

- Development of a school climate which promotes learning for all students
- Historical basis for contemporary instructional patterns
- Principles of human growth, development and learning
- Role of students, staff, parents and communities in curricular development
- Procedures for curriculum development and implementation
- Supervision and evaluation of transformational curriculum and instruction
- Appropriate use of all school resources
- Concepts and techniques of staff development
- Implementation of mandated special programs
- The role of professional organizations and unions
- Concepts and procedures related to direct services to students

- Support for and affirmation of diversity in curriculum and instruction
- Uses of technology in the innovation, development and evaluation of curriculum

Required Materials for 632:

Building People, Building Teams

Harvey, Thomas and Drolet, Bonita

Results: The key to continuous school improvement

Schmoker, Mike

Why are all the black kids sitting together in the cafeteria?

Tatum, Beverly

Reference/Other Materials

Educational Administration – A problem-based approach

Cunningham and Cordeiro

Websites and article reprints

Additional Information:

Students will be asked to locate and bring to class various artifacts such as policies, forms, etc. as well as use the Internet to seek out information.

The syllabus may be adjusted to accommodate more or less time on a subject or issue.

During discussions it is expected that students will pose questions and provide responses related to innovation, diversity and evaluation in the curriculum. A rubric for participation is attached.

Syllabus

March 10 Syllabus Review, Assignment Expectations, Discussion of Course Content and Culture and Team Building

Dr. Marge Hobbs and Dr. Bonnie Drolet

Lecture and Discussion:

- Creating a culture for change
- What does a successful team look like?

- How to create a high functioning team to support student learning
- What strategies will you implement to increase student achievement and staff buy in? Written in Class

March 17 Reading Assignment:

“Is the Fuss About Brain Research Justified? In a Word, Absolutely” by David Sousa

http://www.cdl.org/resources/reading_room/print/brains_research.html

March 17 Principles of Cognitive Growth and Development of Learning

Dr. Marge Hobbs and Dr. Bonnie Drolet

Lecture and Discussion

- Reading Assignment (Sousa) Reflection (Written in class)
- Brain Research
- Memory, emotion and stress – the implications for learning and development of school culture

March 24 Assignment:

Find one article on current Brain Research to share

March 24 Why Standards?

Dr. Marge Hobbs

Lecture and Discussion:

- Share Brain Research Articles
- What Culture needs to be changed to implement Standards?
- How do Standards provide for equal access?
- How might Standards get in the way of student growth?
- Change that has occurred as a result of the implementation of standards.

April 7 Assignment Due

- Be prepared to share one curricular (content, materials or delivery) innovation based upon standards that has been successfully implemented at

your school/district that is based on analysis of summative assessment data

- Bring formative and summative assessment, including API data that is used at your school/district
- Read Results by Schmoker

March 31 SPRING BREAK No Class

April 7 Putting Data to Work

Dr. Marge Hobbs

Lecture and Discussion:

- Share curricular innovation
- “What Culture needs to be changed to implement Results
- What Resources do you need to obtain results for students?
- How will your school make changes based on Results?
- How does API and AYP relate to student achievement/results? Be prepared to share your school’s data
- How does a principal know that students are learning what they are supposed to be learning?
- Be prepared to write a paper describing your schools needs and strategies for improvement

April 14 Reading Assignments necessary for paper:

1. “White Privilege: Unpacking the Invisible Knapsack” by McIntosh
<http://www.spokanehumanrights.org/ccrr/packet/article.html>
2. “Helping all Students Achieve: Closing the Achievement Gap” by Kati Haycock
http://www.cdl.org/resources/reading_room/print/achieve_gap.html
3. Why Are All the Black Kids Sitting Together in the Cafeteria? _By Tatum

April 14 The Difference between Equity and Equality

- Write a 500 hundred word reflection that includes the following:
 - One personal belief/assumption that you need to address in order to an “educator for all children”
 - A description of one unearned advantage or undeserved disadvantage you observed in the school setting
 - What is the first step you would take to change the culture in your school that allowed it to happen.

April 21 Diversity – Reality and Challenge

Dr. Bonnie Drolet

Lecture and Discussion:

- Based on your readings and your paper, be prepared to present a 5 minute presentation on which factors inside and outside your school contribute to the presence and impact of unearned advantage and undeserved disadvantage in our schools.
- Reflect on personal growth needed as a result of the presentations. Written in Class

April 28 Assignment:

Bring copies of the Administrative Standards and California Standards for the Teaching Profession

April 28 Staff Development to Improve Student Learning

Dr. Marge Hobbs

Lecture and Discussion

- Review of the Administrative standards and California Standards for the Teaching Profession and the implications for staff development
- Understanding Adult Learning Theory
- Where to begin?

- How differentiated instruction assists in bring equality and equity into the classroom
- Evaluation
- Where does Title II fit in?
- Where Do I Begin? How to Write an Action Plan

May 5 Assignment:

Bring some knowledge and written document of No Child Left Behind

May 5 No Child Left Behind

Dr. Bonnie Drolet

Lecture and Discussion

- The Politics and Planning

May 12 Final

1. Reflect on the topics covered in class and your written assignments
2. Develop an Action Plan for your school/district to improve student achievement

May 12 Final Assignments Due

Dr. Bonnie Drolet