

California State University San Marcos
Administrative Services Credential Program
EDAD 632 – Innovation, Diversity and Evaluation in Curriculum Development
(3 Units)

Spring, 2004

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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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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.

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
- 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
- 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:

Results: The key to continuous school improvement Schmoker

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

7 Steps to effective instructional leadership McEwan

Students will be asked to use web-based resources.

The syllabus may be adjusted to accommodate more or less time on a subject or issue. Additional in-class assessments may be required, based upon the need to gauge student progress.

Attendance Policy of the College of Education: Due to the dynamic and interactive nature of courses in the COE, students are expected to attend all classes and participate in a way which reflects thorough preparation. You must be present at 80% of the class meetings to receive credit for the course. Should a student be absent, contact the instructor prior to the absence, if possible.

Grading Policy: Students will be evaluated on class participation and written assignments. The final grade will be based 40% on class participation, 50% and 50% on written assignments done in class and outside of class time.. During discussions it is expected that students will pose questions and give relevant observations on the topics assigned for that class session. Written assignments prepared outside of class time are to be prepared in Arial, 12 font, with one inch margins and double spacing.

Assignment Key: Read for Discussion (RFD), Assignment Due (AD), Be Prepared to Discuss/Write About (BPDW), Heads Up-Future Due Date (HU)

January 26 In the Beginning.....

- Syllabus Review, Field Experience Update, Assignment Expectations, Discussion of Course Content
- Knowledge, Skills, Dispositions
- No Child Left Behind
- Public School Accountability Act or “My API is Higher Than Your API”
- Principle and Principal Driven Instructional Leadership for All Students
- The Devastating, Unintentional Impact of Benign Neglect and Unacknowledged Privilege (On-going “barrier” observation journal)
- Difference or Deviance – The Mental Models Impacting Attitudes and Behaviors Toward Diversity
- Techniques to Get People Thinking With You
- Principal as Action Researcher

February 2 Assessment and Accountability

- RFD CDE website regarding API and NCLB
- RFD McEwan pp. 1-23 and pp. 75-78
- AD One paragraph (75-100 words) on an API question from “your PTA.” Questions will be drawn in class on January 26.
- HU/RFD “White Privilege: Unpacking the Invisible Knapsack” McIntosh
Needs to be read at least two times for digestion. RFD on March 1.
- HU/RFD Tatum is to be read by March 8th.

February 9 Leading for Instructional Improvement and Student Achievement

- RFD “The Three Stories of Educational Reform” - Fullan
<http://www.pdkintl.org/kaplan/kful0004.htm>
- OR**
- RFD “Sand, Bricks and Seeds: School Change Strategies and Readiness for Reform” - Slavin
<http://www.successforall.net/resource/research/sandbrick.htm>
- RFD McEwan pp.45-61
- Dr. J to provide Schmoker summary lecture.

February 16 Side-by-Side Leadership With Teachers

RFD McEwan pp. 101-132

RFD Linda Lambert
<http://www.ascd.org/author/el/2002/05may/lambert.html>

BPDW Two entries from your observational journal

In a faculty meeting simulation, you will be asked to present up to a three-minute “thinking out loud” presentation about one barrier.

AD Mid-Point Progress check on Observational Journal – Journals will be collected.

February 23 Powerful Research and Student Achievement

In-Class Assessment on API and NCLB Knowledge

Dr. J to provide lecture providing summary of research studies.

March 1 Unpacking Individual and Institutional Diversity Backpacks

RFD “White Privilege: Unpacking the Invisible Knapsack” McIntosh

March 8 Why ARE all the ___ Kids Sitting Together in the Cafeteria?

RFD Tatum – Discussion questions will be distributed.

March 15 Putting Information, Knowledge and Wisdom to Work

AD “Instructional Improvement Action Plan” using concepts/information from Schmoker, Tatum, observational journals and Fullan or Slavin to address unmet instructional needs of students in your school. Rubric will be distributed. Up to seven pages.

AD Observational journal

March 22 Sharing of Most Powerful Learnings In Knowledge, Skills and Dispositions

March 29 Spring Break – No Class

April Education Law Sessions

5, 12, 19, 26

May 3, May 10