

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

Spring, 2005

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9 sessions for EDAD 632 plus 6 sessions for EDAD 634A = 5 Units

**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. *(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.

**CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

### **All University Writing Requirement**

This course meets the university requirements of 2500 words. Students are expected to write at the graduate studies level. Specific required writing assignments are explained in the course assignments section.

**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.

**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:**

***The Adaptive School: A Sourcebook for Developing Collaborative Groups***

by Robert J. Garmston and Bruce M. Wellman, Christopher Gordon Publishing, 1999

***7 Steps to effective instructional leadership, 2<sup>nd</sup> Edition***

by Elaine K. McEwan Corwin Press, 2003

***Culturally Proficient Instruction: A Guide for People Who Teach***

by Nuri Robins, R. Lindsey, D. Lindsey, and R. Terrell, Corwin Press, 2002

**Students will be asked to use web-based resources as well as print articles**

**A note about the Course Outline:**

The course outline serves as a **guide** and 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. Weekly adjustments may be made to the course outline for readings and assignments. Students are expected to read assigned readings prior to class time. Class time will be used to explore critical topics and expand on the assigned topics. Students are expected to keep notes on the readings and the class discussions.

**Assignments:**

**Observation journals** Schedule time to visit and observe in at least 4 classrooms (teaching-learning situation) prior to the 8<sup>th</sup> class session. Keep an Observation/Reflective Journal about your visits. A suggested format will be given to assist you in making your journal entries.

**Possible points 20**

**Due: Feb. 14 and March 14, 2005**

**Barrier Buster oral presentation**

Prepare a 3-minute oral presentation using your “best thinking” about how to eliminate at least one of the barriers to meeting the instructional and student needs from your Context Map (from EDAD 630).

**Possible points 15**

**Due: Feb. 21, 2005**

**Culturally Proficient Instructional Improvement Action Plan**

Develop an ***Instructional Improvement Action Plan*** using key learning from articles, text, and class discussions. The “plan” and the narrative that describes the plan should be no more than 5 pages (2 pages for plan, 3 pages for narrative).

**Possible points 25**

**Due: March 21, 2005**

**Class discussions**

Class participation in small group and large group discussions is expected. Participation will be assessed using oral and written instructional strategies.

API paragraph due Feb. 7, 2005

In class assignment Feb. 21, 2005

Class discussions and written reflections Ongoing

**Possible points 40**

**Total points possible: 100**

**Grading Policy:** Students will be evaluated on class participation and written assignments. The final grade will be based 40% on class participation. Absences may result in lower grade due to loss of opportunity for class participation. Students are expected to check with classmates to get notes or missed information due to absence from class. During class 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 **Times, 12 font**, with **one-inch margins**, and **double spacing**.

**Grading Scale: Possible point = 100**

**A = 93-100**

**A- = 90-92**

**B+ = 88-89**

**B = 83-87**

**B- = 80-82**

**C+ = 78-79**

**C = 73-77**

**C- = 70-72**

**D/F = 69 or below**

## Tentative Course Outline and Schedule

### Session 1

**January 24, 2005      Prepare and Preview**

- Syllabus Review, Field Experience Update, Assignment Expectations, and Discussion of Course Content and textbooks (Adaptive Schools and Cultural Proficiency)
- Knowledge, Skills, Dispositions
- Developing Collaborative Norms (Adaptive Schools)
- No Child Left Behind and other mandates
- Public School Accountability Act: Standards for Achievement
- Instructional Leadership for All Students: What does that mean?”
- Classroom observations and journal
- Finding and eliminating the barriers: Remember and use your Context Map
- The Mental Models Impacting Attitudes and Behaviors Toward Diversity
- Principal as Action Researcher: Inquiry for Action
- *ACSA Leadership* article

Notes:

### Session 2

**January 31, 2005      Assessment and Accountability**

Be familiar with CDE and Dept. of Education and your school district’s websites regarding API and NCLB

Read for discussion: McEwan pp. pp. 1-41 Introduction, Step One and Step Two

Parents ask: What is an API, anyway? Write your question and draw a question.

Read and discuss “The Three Stories of Educational Reform” - Fullan

<http://www.pdkintl.org/kaplan/kful0004.htm>

**OR**

“Sand, Bricks and Seeds: School Change Strategies and Readiness for Reform” - Slavin

<http://www.successforall.net/resource/research/sandbrick.htm>

Lecture/Presentation topic: What is effective instructional leadership?

Notes:

### **Session 3**

#### **February 7, 2005    Leading for Instructional Improvement and Student Achievement**

**Due: One paragraph (75-100 words) on an API question from “your PTA.”**  
Questions will be drawn in class on January 31st.

Read for discussion: McEwan pp. 45-92, Steps Three, Four and Five

Lecture/presentation topic: The work of leaders: Creating conditions for positive culture and high expectations

Discuss your classroom observations: What are you noticing?

Identify the barriers to student improvement. Use your Context Map.

Lecture/presentation topic: Adaptive Schools require Systems Thinking  
Notes:

### **Session 4**

#### **February 14, 2005    It is All About Relationships**

Read for discussion: McEwan pp. 101-139, Steps Six, Seven and Summary

Read for discussion:

Linda Lambert

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

and

The Petulant Pendulum article, by Lambert

Discuss classroom observations and implications for school leaders.

**Due: Submit at least two entries from your observational journal**

Notes:

**Session 5**  
**February 21, 2005 Powerful Research and Student Achievement**

In-Class Assessment on API and NCLB Knowledge

**Due: Oral presentation: Barrier Busters**

In a faculty meeting simulation, you will be asked to present your three-minute “best thinking” presentation about eliminating one barrier.

Exam additional research about student achievement and continue discussion.

Notes:

**Session 6**  
**February 28, 2005 Unpacking Individual and Institutional Backpacks Through Cultural Proficiency**

Read and discuss: “White Privilege: Unpacking the Invisible Knapsack”  
by Peggy McIntosh

Read for discussion CPI text: Parts One and Two  
Chapters 1 – 10, pp.x – 212.

Lecture/presentation topic: What is Cultural Proficiency? Using the Tools

Notes:

**Session 7**

**March 7      Developing Adaptive Schools: The work of school leaders**

Read for discussion: CPI, Part Three

Read for discussion: Adaptive Schools text, Chapters 1, 2, 3, 4, and 11 and 12

Lecture/Presentation topics: The Foundation for Adaptive School

Notes:

**Session 8**

**March 14      Putting Information, Knowledge and Wisdom to Work**

Discuss assignment preparation and expectations for “Culturally Proficient Instructional Improvement Action Plan” using concepts/information from observational journals and articles by Fullan, Lambert, McIntosh, and others as well as key concepts of Cultural Proficiency and Adaptive Schools to address unmet instructional needs of students in your school.  
Rubric will be distributed.

**Due: Observational journals**

Continue discussions about adaptive, culturally proficient instructional leadership

Notes:



**Session 9**

**March 21 Final Session: Sharing of Most Powerful Learnings In Knowledge, Skills and Dispositions**

**Due: *Action Plan* paper**

Final discussions and reflections about key learnings and concepts

Notes:

**March 28 Spring Break – No Class**

**Education Law Sessions:**

**Session 1 April 4, 2005**

**Session 2 April 11, 2005**

**Session 3 April 18, 2005**

**Session 4 April 25, 2005**

**Session 5 May 2, 2005**

**Session 6 Final class May 9, 2005**