California State University San Marcos
Administrative Services Credential Program
Fall 2002

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

Tuesdays   4:30-8:15 PM   Solana Beach District Office

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Office Hours: Monday 11AM-1PM and by appoinment

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:

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.

September 3 Syllabus Review, Field Experience Update, Assignment Expectations, Discussion of Course Content

Lecture and Discussion:

- The Difference Between Equality and Equity

- What factors inside and outside our schools contribute to the presence and impact of *unearned advantage* and *undeserved disadvantage* in our schools?

- The API: The Hope and the Horror

September 10 **API and Beyond – The Hope and the Horror**

Best Practices – Be prepared to share one curricular (content, materials or delivery) innovation that has been successfully implemented at your school/district that is based on analysis of summative assessment data.

Discussion of API as a Summative Assessment – Implications for Innovation, Diversity and Evaluation in Curriculum Development (based on Website and API quiz given September 3)

Beyond the API – Be prepared to share some of the formative and/or summative assessments that are used in your school/district.

Be thinking: How does a principal know that students are learning what they are supposed to be learning?

Due September 10:

Locate and print the API Quintile Analysis for the classes in your/one grade level. Locate SAT 9 skill analysis for your/one grade level.

Two hundred word reflection on: one personal belief/assumption that you need to address in order to be "an educator for all children" **and** description of one unearned advantage or undesereved disadvantage you observed in the school setting during the week between classes.

September 17

Read for discussion "White Privilege: Unpacking the Invisible Knapsack" McIntosh
http://www.spokanehumanrights.org/ccrr/packet/article.htm

Reflection Essay Due – Through the eyes of the principal, how can the API be used to promote equity of instruction for all students? 400 words

Due September 10:

Elevator and new neighbor API talking points.

Septemebr 24 **Mental Models, School Culture, Innovation**

Read for Discussion:

"Sand, Bricks and Seeds: School Change Strategies and readiness for Reform"   Robert Slavin
http://www.successforall.net/resource/research/sandbrick.htm

"Leadership for the 21st Century: Breaking the Bonds of Dependency"
Michael Fullan
OR
"The Three Stories of Educational reform"
Michael Fullan
http://www.cdl.org
Be thinking: How will you as principal/administrator establish and cultivate a culture where individuals are committed and accountable to every student learning?

October 1   **Why Standards?**
Making Sense of Data

Outline for your API community service club presentation due.

Read for discussion and application Schmoker.

In class: Small work teams will design an action plan for using Schomer's concepts at a school site. Specific areas to address will be distributed in class. Each team will report out their plan.

October 8   **Putting Data to Work**

Principals Share Their Successes and Challenges

By October 15th: Email to professor as an attachment an Instructional Improvement Action Plan. Guidelines will be distributed.

October 15, 22, 29   Ed Law
 November 5, 12

November 19 The Journey of English Language Learners

Guest speakers representing a variety of methodologies and experiences.

In class writing: What I believe about instructing English language Learners

November 26

December 3   Site Administrator Role and Responsibilities relative to Special Education

December 10 Seeing with Student Eyes, Feeling With Student hearts

Read for discussion: Tatum – Study questions will be distributed.

Submit action plan to decrease unearned advantage and undeserved disadvantage for a setting of your choosing. 800 words.