Zucker Family School of Education

EDUC 531– Principles of Elementary Curriculum Development	
Fall 2017	
Instructor: **Rodney Thompson, Ph.D**	**Class Meetings:** **Wednesday**
Office: **Capers Hall, Room 325-D**	**Class Hours:** **5:30 PM – 8:00 PM**
Telephone: **(843) 834-0828**	**Meeting Room:** **Battery Creek D-117**
Email: **thompsonr3@citadel.edu**	**Office Hours:** **Tuesday 1:30-4:30**
Credit Hours: 3	**Wednesday 4:30-5:30** **Others by Appointment: Just Ask!**

COURSE DESCRIPTION: **Three Credit Hours**

The study of underlying principles of curriculum development and organization including curriculum evaluations and current issues and trends in the subject fields will be the focus of the course. Attention is given to the professional decisions teachers, administrators, and counselors must make about elementary curriculum.

 Course   Prerequisite: None

REQUIRED TEXTS/MATERIALS

Glatthorn, A. A., Jailall, J. M., & Jailall, J. K.. (2017). *The principal as curriculum leader: Shaping what is taught and tested.* (4th ed.). Thousand Oaks, California: Corwin.

Anderson, L. W., & Krathwohl, D. R. (Eds.) (2007). *A taxonomy for learning, teaching, and assessing.* New York: Longman.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C: Author

- Computer with Internet and word processing capability
- South Carolina College and Career-Ready Standards for English Language Arts
- LiveText Account
- http://www.citadel.edu/education/academic_programs/grad_courses.html

COURSE OBJECTIVES
ELCC—Educational Leadership Constituent Council Indicators
ISLLC Indicators
Conceptual Framework Learner Centered Outcomes and Dispositions
1.2 – Identify School Goals – K. 6, R. 7-9

Dimension Level Codes:
1. Awareness   **2**. Understanding   **3**. Capability
Learner –Centered Performance Assessment Codes:

P Participation	**F** Professional Portfolio	**G** Group Discussion	**I** Interview	**O** Observation
E Exam	**S** Simulation	**T** Thesis/Paper	**WV** Website Review	**V** Volunteer
RD Reading	**SP** Presentation	**PR** Project	**SH** Shadowing	**CS** Case Study
DA Data Analysis	**SA** Self Assessment	**WR** Written Reflection	**CH** Checklist	

ELCC 1.2 - Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Performance Activities   Assessments

Candidates collect data from multiple sources to develop a vision of learning which promotes success for all students to include: SES, race and ethnicity, gender, exceptionalities, learning styles, achievement data, attendance and dropout rates, faculty experience and certifications, teacher attendance rates curriculum, standards, instructional programs, faculty turnover rates, resources and facility study, etc., to establish the current status of the learning context. Candidates engage in discussions, analyze and interpret the data, review curriculum and school renewal plans to craft a vision for learning to promote school success. **DA2, I1, 01**	Identify demographics and statistical data, curriculum standards, which reflect the academic and cultural aspects of the primary or elementary school selected. Analyze and interpret data to develop a narrative which states a vision that promotes learning for all students. The vision should incorporate relevant knowledge and leadership theories and explain the alignment of the vision to adjustments made to the curriculum. Create a curriculum proposal for correcting the proposed problem. Include appropriate steps for implementation; create an action plan and requisite steps required to reach established goal and contact for responsibility. Prepare a timeline for implementation and create a system for assessing actions taken. See Required Projects, #1 Learning Circles and Learning Circle Rubric **DA3, G3**

ELCC 1.4 - Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Candidates examine Herzberg's Dual Factor Theory, McGregor's X and Y Theories, Kurt Lewin's Force Field Analysis, Fiedler's Theory of Change, Hersey and Blanchard's Situational Leadership. Candidates write a narrative which compares the link between the vision/mission statements, district goals, curriculum standards, educational philosophies, and leadership theories necessary to analyze the content, methods, and strategies, and assessments to make adjustments in the curriculum which	Candidates analyze and interpret data to develop a narrative which states a vision that promotes learning for all students. The vision should incorporate relevant knowledge and leadership theories and explain the alignment of the vision to adjustments made to the curriculum. Create a curriculum proposal for correcting the proposed problem. See Required Projects #3, Field Experience and Peer Assessment Rubric. **WR3, G3, I1**

promotes success for all students. **DA2, RD2**	

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Candidates organize sessions with elementary, middle and/or secondary teachers. At these sessions the candidates present data and engage in discussions for identifying goals which contribute to meeting students' learning needs. Candidates provide staff development for adjusting instructional practices and curricular materials **DA3, G2**	Interview representatives from the department or grade levels based on the curriculum sample you have selected. Analyze the strengths and weaknesses collected during interviews about the current curriculum relative to: (a) content, (b) instructional strategies, (c) instructional accommodations, for gender, race, and ethnicity, exceptionalities, learning styles, demographics and culture, (d) resources, and (e) assessment of achievement data. See Required Projects, #3, Field Experience and Peer Assessment Rubric **PR3, G2**

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

Candidates analyze and review the philosophy of learner-centered education. Identify varied teaching/learning styles and create a profile for instructing diverse primary or elementary student populations **E2,**	Interview representatives from the department or grade levels based on the curriculum sample you have selected. Analyze the strengths and weaknesses collected during interviews about the current curriculum relative to: (a) content, (b) instructional strategies, (c) instructional accommodations, for gender, race, and ethnicity, exceptionalities, learning styles, demographics and culture, (d) resources, and (e) assessment of achievement data. See Required Projects, #3, Field Experience and Peer Assessment Rubric **PR3, G3**

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Candidates use technology and information systems to plan staff development to monitor instructional practices and provide instructional improvement. **E2,SA2**	Interview representatives from the department or grade levels based on the curriculum sample you have selected. Analyze the strengths and weaknesses collected during interviews about the current curriculum relative to: (a) content, (b) instructional strategies, (c) instructional accommodations, for gender, race, and ethnicity, exceptionalities, learning styles, demographics and culture, (d) resources, and (e) assessment of achievement data. See Required Projects, #3, Field Experience and Peer Assessment Rubric **PR3, G3**

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

In view of the demographic changes in the student population, interview representatives from different grades and content areas about the appropriateness of the curriculum. Candidates analyze and interpret responses and use technology to present findings in carts or graphs for faculty consideration. The faculty discusses and comes to consensus about data displays. Based on the data the faculty makes decisions about aligning the vision, curriculum, and resources for diverse student needs. **A3,P3, 03, 02, P2, DA2**	Candidates, as a part of a field experience, interview representatives from the department or grade levels based on the curriculum sample you have selected. Analyze the strengths and weaknesses collected during interviews about the current curriculum relative to: (a) content, (b) instructional strategies, (c) instructional accommodations, for gender, race, and ethnicity, exceptionalities, learning styles, demographics and culture, (d) resources, and (e) assessment of achievement data. Create a Likert Scale using the strengths/weakness indicators. Meet with a representative sampling of and middle or secondary teachers to interpret findings; engage the faculty in consensus building discussions about the data displays and about how the vision, curriculum, and resources with student population changes and needs; use technology to present findings in charts or graphs for faculty consideration. See Required Projects, #3, Field Experience and Peer Assessment Rubric. **DA3, P3,O3.**

COURSE REQUIREMENTS/ASSIGNMENTS

See rubrics for needs assessment, literature review, and curriculum proposals.

A. COURSE DISCUSSIONS & Chapter Presentations

Professional reflection is essential for effective supervision. Reflective instructional leaders understand that, "Experience + Reflection = Growth." Dewey (1933) argued that we do not actually learn from experience as much as we learn from reflecting on the experience. Therefore, through discussions of theories presented in the textbook, administrative candidates will compare leadership theory to practice within a specific context. Participation and Presentations - 30 points

REQUIRED PROJECTS

B. CURRICULUM PROPOSAL – the proposal consists of: (a) a needs assessment, (b) a literature review, and (c) a curriculum proposal (action plan matrix, flowchart, and Gantt chart).

Candidates must develop a written document, **needs assessment,** which incorporates quantitative and qualitative data to determine the appropriateness of the curriculum for meeting identified achievement deficiencies, research-based approaches, and an action plan for implementation. Considerations should be given to the school's curricular vision, the diverse needs of the learners, available human, financial, and material resources. The review of related literature should provide a research perspective about possible approaches for resolving the problem. The curriculum proposal should detail how the curricular model or revision will be implemented. Ultimately, the administrative candidate must be able to present and justify the curricular proposal, to the district administrative team, and most importantly clarify how an assessment system will measure the alignment of the curricular vision and adjustments to diverse achievement needs.

> **1. Needs Assessment** – Candidates must prepare brochure/newsletter to report achievement findings that can be easily interpreted by the faculty and the community-at-large. The brochure must display quantitative and qualitative data that reflect curricular strengths and weaknesses and student achievement. Analyze the school report card and SC PASS/EOCEP for Elementary and Middle Schools; include the History Over a Three-Year Period. Use the "PlanitEd format" to post stack charts that show current achievement status, three years of trend data for content areas and disaggregated data, and variables that impact student achievement. Prepare a short qualitative survey; illustrate the results in a Pareto Chart. In a short narrative, synthesize the data and specify the single curricular focus to be addressed in the literature review. In a subscript,

indicate how ELCC Standard Element(s) and SC ADEPP Standards are addressed. **Post to LiveText Assignment Drop box. This activity is worth 20 Points.**

2. Literature Review – The curriculum proposal requires a review of current literature to assist administrative candidates in formulating a resolution to the curricula problem identified in the needs assessment. After reviewing a copy of the current curriculum and considering the problem identified in the needs assessment, the candidate should determine whether the student achievement problem can be attributed to issues related to: curriculum design, planning, development, implementation, and/or evaluation. Candidates must develop a research position that specifically addresses:
1.   Focus – Target identified in the needs assessment
2.   Perspective - Pros and cons of the viability of possible curricular approaches
3.   Interpretation/Synthesis - Extrapolation of meaning from the opposite perspectives
4.   Decision – Proposal of options/next steps based on research

Based on the results from the needs assessment, consider whether practices, which resulted in poor, student performance, were developmentally appropriate for primary and/or elementary students**.** Analyze the curriculum document to determine whether the six structures of best practice: integrative units, small group activities, representing-to-learn, classroom workshop, authentic experiences, and reflective assessment, were applied to meet the diverse needs of learners. Using current research, prepare a literature review which: (a) adheres to APA Style Manual, 6th edition; (b) includes a minimum of ten entries on the reference list; (c) identifies, clearly, the statement of the problem, (d) analyzes different perspectives to make recommendations regarding the design, implementation, and/or evaluation of a curriculum, (e) determines whether research validates or refutes current instructional practices, and (f) discusses options for selecting and implementing curricular programs/decisions that fully accommodate learners' diverse needs. Submit literature review via LiveText Assignment Drop Box. This activity is worth 2**5 Points.**

3. Curriculum Proposal/Presentation - **Action Research Proposal –** Action research is a study conducted by colleagues in a school setting "to improve instruction and student learning". Based on the results from the Needs Assessment and Literature Review, prepare an electronic presentation which addresses the proposed curricular changes.

Prepare a curriculum proposal presentation which: (a) identifies a SMART goal, strategy, and proposed curricular changes based on findings indicated in the needs assessment and research from the literature review, (b) contains a two-page/slide matrix that lists the action steps for achieving the strategy, (c) specifies the procedures for implementing the curricular change that will be the catalyst for revising the current curriculum, (d) creates a system for assessing actions taken for each sequence of procedures, (e) identifies the time sequence for implementation and the man hours to compute salary and fringe benefits, (f) lists the resources needed, (g) identifies funding sources and cost benefit analysis, and (h) lists the position and name of contacts for responsibility. Slides/Pages 4 and 5 should contain a Gantt and a flowchart respectively. See Curriculum Plan Proposal rubric. Submit proposal via LiveText submissions. This activity is worth 2**5 Points**

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective,** and **ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

Rationale:

- Society is in need of principled educational professionals committed to ensuring all students learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and
- Such high quality educational experiences require a transformed educational system focused on fostering twenty–first century knowledge and skills in all children and young adults.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- Have mastered their subject matter and are skilled in using it to foster student   learning;

- Know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and

- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective,** and **ethical**
professionals:

Knowledgeable Principled Educational Leaders…

1. Have mastered the subject matter of their field of professional study and practice;

2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;

3. Model instructional and leadership theories of best practice;

4. Integrate appropriate technology to enhance learning;

5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders…

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;

7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;

8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;

9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;

10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders…

11. Demonstrate commitment to a safe, supportive, learning environment;

12. Embrace and adhere to appropriate professional codes of ethics;

13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;

14. Establish rapport with students, families, colleagues, and communities;

15. Meet obligations on time, dress professionally, and use language appropriately.

STATEMENT ON PLAGIARISM (Honor Manual)
Plagiarism is a violation of the Honor Code. Plagiarism is the act of using someone else's words as your own without giving proper credit to the source:

1. When you quote another's words exactly you must use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s).

2. When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s). [See (1) above]

3. When you paraphrase another's words or ideas, that is, when you substitute your words for another's words but keep his idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s). [See (1) above]

4. When you use only another's idea(s), knowing that they are his ideas, you must cite the source of that idea or those ideas, down to the page number(s).   [See (1) above]

5. Citing the source means giving, as a minimum, the author, the title of the book, and the page number.

DISABILITY DISCLOSURE STATEMENT
If you need accommodations because of a disability, please inform me immediately. Please see me privately after class, or at my office.

Office Location: Capers 304_____ Office hours See page #1_____

To request academic accommodations (for example, a note-taker), students must also register with Academic Support, 117 Thompson Hall, 953-5305. It is the campus office's responsibility to review documentation, provided by students, requesting academic accommodations and to engage students and instructors, as needed and consistent with course requirements, in accommodation planning.

ABSENCES
Regular attendance is required under The Citadel's policy. Students will be given a zero (0) for missing quizzes, examinations, and other assignments. Only under extraordinary circumstances will exceptions to this rule be made. For any student, absences, whether authorized or unauthorized in excess of 20%, or three sessions, or a total of nine hours out of 45 hours of scheduled class time can, at the discretion of the professor, result in a failing grade.

LATE ASSIGNMENTS
Assignments are due as indicated in the syllabus. Assignments that are turned in late will lose credit at the rate of 1/10 the point value of each day past the due date.

EVALUATION PROCEDURES AND WEIGHTS FOR ASSIGNMENTS:
Grades in this course will be based on points earned in various activities:

ACTIVITY	RATINGS	GRADE POINTS	FINAL GRADE
COURSE DISCUSSIONS AND Chapter Presentations	30	90 or more points	A
		85 to 89 points	B+
CURRICULUM PROPOSAL			
▪ Needs Assessment	20	80 to 84 points	B
▪ Literature Review	25	75 to 79 points	C+

▪ Curriculum Proposal/Presentation
  o Proposal
  o Matrix
  o Gantt Chart
  o Flowchart
	25	70 to 74 points	C

		69 points and below	F
TOTAL	100		

Grades

A grade of "I" represents work of satisfactory quality incomplete for authorized reasons. Incomplete "I" grades must be made up during the term following the recording of the grade. A grade of "I" received in the fall term must be made up by the end of the following spring term. A grade of "I" received in either the spring, Maymester, summer I, or summer II term must be made up by the end of the following fall term. **An extension of time not to exceed one additional term may be authorized for extenuating circumstances by the appropriate dean**. Grades not made up within the authorized time limit will convert to a grade of "F," and such courses will be included in calculating the GPR.

PROCEDURES FOR COURSE AND INSTRUCTOR EVALUATION:

An instrument (Classroom Performance Evaluation) is provided to each student to secure an anonymous evaluation of the overall course. The result obtained is for the professor and department head to improve the quality of the course and to improve teaching effectiveness. The evaluations are also on file as one aspect of data from students for the department head and dean
 to make decisions related to promotion, tenure, and merit salary increases.

Methodology: a variety of teaching methods will be used in this class. They include, but are not necessarily limited to lecture, discussion, research projects, literature review, group work, demonstrations, and student presentations.