1. Course Number: 6400
   Course Title: Instructional and Curricular Leadership
   Credit Hours: 3 semester hours
   Prerequisites: Admission to AESG Master’s Program
   Corequisites:


3. Texts:

4. Course Description: Curriculum design and development; areas of study include student needs, organizational mission and goals, data driven improvement, change process, diverse faculty, and curriculum alignment tools.

5. Course Objectives: based upon standards of knowledge (K), and ability (A)
   Alabama State Department of Education Instructional Leadership Standards 290-3-3-.48 (2)(a) through (2)(h).

Upon completion of the course, the student will be able to:

a. (K, A) define and describe curriculum and instruction and the relationship between them (2)(b)1(iii); (2)(b)2(ii); (2)(b)2(ix)
b. (K, A) describe planning, implementation and evaluation phases of curriculum and instruction (2)(a)2(xiii, xiv);(2)(b)1(iii);(2)(b)2(xi, xiii)
c. (K) describe the philosophical, historical, sociological, cultural, and educational factors involved in developing and implementing curriculum (2)(d)1(iv);(2)(d)1(v)
d. (K,A) describe a personal philosophy of education and relate it to curricular development, practice and leadership (2)(a)1(i); (2)(a)2(v)
e. (K) describe a learning organization’s culture and climate and how it relates to curriculum development and processes (2)(a)1(i); (2)(g)1(iii)
f. (K,A) understand how the learning organization uses the change process in curriculum development and improvement (2)(a)1; (2)(a)2; (2)(b)1
g. (A) demonstrate knowledge of and use of appropriate leadership dispositions in developing the learning community’s curriculum (2)(a)2(i-iv)
h. (A) utilize models of curriculum and instruction that have a strong research base in improving student learning (2)(b)2(iii, v)
i. (A) utilize major components of the school improvement process such as data-driven decision making, needs, goals, objectives, evaluation (2)(b)2(i)
j. (K) demonstrate how organizational vision, mission, and goals are demonstrated in the school improvement plan (2)(a)1(i-ii)
k. (K, A) utilize knowledge of diverse student populations and child and adolescent development in curriculum and the school improvement process (2)(e)2(i, vi, vii, viii); (2)(b)2(iv); (2)(c)2(vi-vii)
l. (K, A) utilize multiple methods for assessing curriculum and instruction (2)(b)1(iii); (2)(b)2(xi)
m. (A) understand how types of pedagogy and student needs should be reflective of each other (2)(b)2(iv-vii)
n. (K, A) demonstrate how a learning community can utilize technology to improve curriculum, instruction and assessment (2)(f)1(i-ii); (2)(f)2(i-vii)
o. (K, A) be able to use important curriculum alignment tools such as mapping (2)(b)1(i-iii); (2)(b)2(vii-xiii)
p. (A) understand the importance of developing teacher and instructional leadership to achieve school curriculum and improvement goals (2)(g)2(iii)
q. (K, A) understand the curriculum leader’s role in developing collaborative partnerships, coalitions, and networks (2)(e)1(i-ii); (2)(e)2(i-vii)

6. Course Content and Schedule:

Week 1- Curriculum and Instruction- Introduction, administration of course requirements, topics for semester discussion and group selections

Week 2- Defining curriculum leadership: Various stakeholders and perspectives i.e. teachers, administrators, parents, community members; looking at governing bodies

Week 3- Philosophical, historical, sociological, cultural and educational perspectives of curriculum and instruction

Week 4- Describing the curriculum development process: student needs, vision, mission, goals, assessment and evaluation

Week 5- Building learning communities focused on student learning: Models of curriculum which support this

Week 6- Student populations: demographics, views of student learning, and motivations of diverse populations

Week 7- Professional belief systems, philosophy: influence on school organization’s mission and vision

Week 8- Curriculum Leader Interviews- Guest Speakers/Presentations

Week 9- Continuation of curriculum development process: using the school improvement plan to enact the curriculum development process

Week 10- Curriculum Model Presentations
Week 11- Curriculum Mapping: What the research tells us

Week 12- Curriculum Mapping: Using technology to aide the process

Week 13- Curriculum Mapping: Using technology to aide the process continued

Week 14- Innovation and planned change: phases of planned change, characteristics of innovations, change agents

Week 15- Educational Platform presentations

7. Course Requirements/Evaluation:

A spectrum of instructional methodologies and processes will be used that will include class discussion and reactions to readings, lecture, group activities, videos, individual and group projects, personal reflections, guest speakers, field trips, and student presentations.

A. Reflective journals:
Journals will be maintained throughout the course. These journals will enable students to record significant reactions, identify assumptions and questions about their readings and discussions, and begin to chart a course of action for leadership in curriculum. These will be synthesized into an Educational Platform paper to be submitted at the conclusion of the course. See Rubric for an Educational Platform. (15 points)

B. Journal Article Critiques:
Students are expected to select, read, and critique a minimum of ten (10) journal articles on curriculum and instruction published within the last five years. The critiques should be no longer than 3-5 pages and include a summary of the main points, reactions to the relevancy of the article, and implications for action in the work of the partner school/district. Contributions by the following authors can serve as starters: Michael Apple, Maxine Green, Sara Lawrence Lightfoot, Richard Marzano, Douglas Reeves. (15 points)

C. Curriculum Leader Interview:
A curriculum leader, preferably in a partner district, should be selected to interview. Questions need to be framed around such issues as: a) the individual's influence on curriculum in his/her school/district; b) the curriculum philosophy espoused by the individual and the extent to which it is aligned with district philosophy; c) the relationships the individual assumes with school leaders, staff, students, parents, community members, policy makers; and, d) the challenges the individual perceives about current curriculum reform in light of standards, performance assessment, No Child Left Behind (AYP), etc. This will result in an informal class presentation focused on student learnings based on the interview. (15 points)
D. Curriculum Models:
Study groups of no more than 4 will select a curriculum model for review. Some examples of those who conceptualized models are: Taba, Alexander and Lewis, Tyler, Geneva Gay, James B. Macdonald and several others. Groups will make formal presentations identifying the key components of the model, espoused values and belief systems associated with the model, and the relevancy of the models in the 21st Century. See Rubric for Assessing Group Presentations/Products. (25 points)

The presentation will be written as a 5-7 White Paper that describes, analyzes, and critiques the curriculum model, including perceived strengths, weaknesses, and the extent to which it is reasonable to implement during these times of accountability for student learning. See Rubric for Assessing Group Presentations/Products. (20 points)

E. Field Experience: Each student will be responsible for observing a minimum of three (3) classes on each level (elementary, middle school, and high school) and identify the extent to which classroom teaching and learning reflect the espoused district-wide curriculum. Findings will be presented to provoke class discussion (10 points)

Grading:
- Reflective Journals 15 points
- Critiques of Journal Articles 15 points
- Interview – Curriculum Leader 15 points
- Curriculum Model Review 25 points
- Presentation of White paper 20 points
- Classroom Observations 10 points

Grading Scale:
- A = 90 – 100 points
- B = 89 – 80 points
- C = 79 – 70 points
- D = 69 – 60 points
- F = 59 points and below

8. Class Policy Statements:
A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor in advance.

B. Students are responsible for initiating arrangements for missed work due to excused absences.
C. Make-up exams will be given only for University-approved excuses as outlined in the 
Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class 
must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked to arrange a 
meeting during office hours the first week of classes, or as soon as possible if 
accommodations are needed immediately. If you have a conflict with my office hours, an 
alternative time can be arranged. To set up this meeting, please contact me by e-mail. 
Bring a copy of your Accommodation Memo and an Instructor Verification Form to the 
meeting. If you do not have an Accommodation Memo but need accommodations, make 
an appointment with the Program for Students with Disabilities at 1244 Haley Center, 
844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub 
Rules and Regulations pertaining to Cheating will apply to this class.

F. Professionalism: As faculty, staff and students interact in professional settings, they 
are expected to demonstrate professional behaviors as defined in the College’s conceptual 
framework. These professional commitments or dispositions are listed below:
  • Engage in responsible and ethical professional practices
  • Contribute to collaborative learning communities
  • Demonstrate a commitment to diversity
  • Model and nurture intellectual vitality

9. Justification for Graduate Credit:
This course provides an overview of the critical issues related to designing and 
implementing curriculum for schools as learning communities; focus on instructional 
leadership needed to move a school forward in curriculum matters.