



## **Course Syllabus: EDLE 5583 Curricular Supervision for School Leaders**

Gordon T. and Ellen West College of Education  
EDLE 5583 X30/DX1  
Summer I 2023, June 5-July 7

### **Contact Information**

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### **How to Contact Me**

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

### **Course Description**

EDLE 5583 Students will study the curriculum development process including a review of the historical and philosophical foundations of curriculum. Various concepts, theories, and models inherent in curricular design are examined in light of contemporary driving forces including educational reform, multicultural populations, the accountability movement, and effective leadership practices.

### **Textbook & Instructional Materials**

- Ornstein, A., Pajak, E., & Ornstein, S. (2015). *Contemporary Issues in Curriculum, sixth edition*. Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-325997-1

### **Objectives**

- Students will examine philosophies of education.
- Students will make decisions regarding various curricular issues.
- Students will weigh the issues related to instructional coaching and instructional evaluation.
- Students will discuss how curriculum and learning relate to administrator practice.
- Students will reflect on issues related to curriculum and teaching.

### **Course Texas Principal Certificate Standards:**

## **Domain I - School Culture (School and Community Leadership)**

### Competency 001

A. \*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

G. \*Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

### Competency 002

C. \*Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

## **Domain II - Leading Learning (Instructional Leadership/Teaching and Learning)**

### Competency 003

A. \*Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

B. \*Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C. \*Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D. \*Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

### Competency 004

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

- C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

**Domain III - Human Capital (Human Resource Management)**

Competency 005

- B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

**Domain V - Strategic Operations (Alignment and Resource Allocation)**

Competency 009

- B. \*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

Competency 010

- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

**Domain VI - Ethics, Equity, and Diversity**

Competency 011

- D. \*Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

**Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

**Grading**

Course Grade – Grades for this course will be assigned as follows:

Assignments	Percentage
Case Study 1: A Clash Concerning the Arts Curriculum	10%
Assignment 1: Overview of Educational Principals Chart	10%

Assignments	Percentage
Case Study 2: School District Proposes Evaluations by Students	10%
Assignment 2: Discussion Questions	10%
Case Study 3: Language and Standardized Testing	10%
Assignment 3: Intriguing Ideas	10%
Case Study 4 or 5	10%
Assignment 4: Should the person who helps teachers improve instructions also evaluate their performance?	10%
Case Study 6: School Board Debates Bilingual Education Program	10%
Assignment 5: Graphic Organizer	10%

## DUE DATES

Week	Activity	Due Date	Reading
Week 1 June 5- June 10	Complete self-presentation in discussion board.	June 6	
Week 1 June 5- June 10	Case Study 1: A Clash Concerning the Arts Curriculum	June 10	Chapter 1-5
Week 1 June 5- June 10	Assignment 1: Overview of Educational Philosophies Chart	June 9	Chapter 1-5
Week 2 June 11- June 17	Case Study 2: School District Proposes Evaluations by Students	June 17	Chapter 6-11
Week 2 June 11- June 17	Assignment 2: Discussion Questions	June 14	Chapter 6-11
Week 3 June 18- June 24	Case Study 3: Language and Standardized Testing	June 24	Chapter 12-17
Week 3 June 18- June 24	Assignment 3: Intriguing Ideas	June 21	Chapter 12-17
Week 4 June 25- July 1	Case Study 4 or 5	June 28	Chapter 18-29
Week 4 June 25- July 1	Assignment 4: Should the person who helps teachers improve instruction also evaluate their performance?	July 1	Chapter 18-29

Week 5 July 2- July 7	Case Study 6: School Board Debates Bilingual Education Program	July 7	Chapter 30-35
Week 5 July 2- July 7	Assignment 5: Graphic Organizer	July 5	Chapter 30-35

### **West College of Education Conceptual Framework**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Attendance/Online Participation**

Regular online participation is required. Please pay careful attention to due dates. All of the reading is required.

### **Quality Requirements**

"Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

### **Expectations for Written Work**

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

### **References/Scientifically-Based Research/Additional Readings:**

- Aguilar, Elena. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: John Wiley & Sons, 2013.
- Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improved Instruction*. San Francisco: John Wiley & Sons, 2010.
- Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco: John Wiley & Sons, 2013.

Important Dates

Last day for term schedule changes  
Deadline to file for graduation  
Last Day to drop with a grade of "W"  
Refer to: [Drops, Withdrawals & Void](#)

#### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

#### Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

#### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### College Policies

#### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

#### Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.



### Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
Students will examine philosophies of education.	Competency 3 Competency 4
Students will make decisions regarding various curricular issues.	Competency 2 Competency 3
Students will weigh the issues related to instructional coaching and instructional evaluation.	Competency 3 Competency 4 Competency 9
Students will discuss how curriculum and learning relate to administrator practice.	Competency 1 Competency 2 Competency 10 Competency 11
Students will reflect on issues related to curriculum and teaching.	Competency 5 Competency 9

### Appendix B: Assignment/Standard Alignment Matrix

Assignment/Module/ Course Activities	Standard or Competency
Assignment 1: Overview of Educational Principals Chart	Competency 3 Competency 4
Assignment 2: Discussion Questions	Competency 1 Competency 2 Competency 5
Assignment 3: Intriguing Ideas	Competency 3 Competency 4 Competency 5 Competency 11
Assignment 4: Should the person who helps teachers improve instructions	Competency 5 Competency 9 Competency 10 Competency 11

Assignment/Module/ Course Activities	Standard or Competency
also evaluate their performance?	
Assignment 5: Graphic Organizer	Competency 1 Competency 2 Competency 11
Case Studies 1-6	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 9 Competency 10 Competency 11