



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

Gordon T. and Ellen West College of Education  
Summer I 2021, June 1-July 1

### **Contact Information**

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### **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.
- Students will develop an instructional improvement plan

Principal as Instructional Leaders standards addressed:

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%
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%

Assignments	Percentage
Case Study 6: School Board Debates Bilingual Education Program	10%
Assignment 5: Graphic Organizer	10%

### **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.

### **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.

### **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 <http://www.mwsu.edu/student-life/disability>.

## **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 WATC. 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.

### Notice

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