

California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies

COURSE OUTLINE

SUPERVISION OF CURRICULUM AND INSTRUCTION
ELPS 695B

MICHAEL D. EISNER COLLEGE of EDUCATION MISSION STATEMENT

The College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community, schools, and agencies. The faculty is committed to excellence in teaching, scholarship, service, and collaboration with the community and professions. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creativity, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

COURSE DESCRIPTION

Historical and current forces impacting curriculum and instruction. Approaches to the curricular process and instructional leadership in a standards based environment. Includes a review of methods to assess student learning and faculty and staff evaluation. Applications of technology to enhance learning. Examines the technical and interpersonal role of school leaders with an emphasis on ethical behavior in the educational context.

ELPS DEPARTMENT MISSION STATEMENT

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

PLACE OF COURSE IN THE CURRICULUM

A requirement for the Master's Degree in Educational Administration and Preliminary Administrative Credential.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC) STANDARDS FOR PRELIMINARY ADMINISTRATIVE CREDENTIAL

Each student should be an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. modeling a personal code of ethics and developing professional leadership capacity; and
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

COURSE OBJECTIVES/STUDENT LEARNING OBJECTIVES

This course is designed to provide students with information and experiences that enable them to develop knowledge and competency in the following areas. Students will:

1. Understand major historical, sociological, and philosophical movements in American curriculum, instruction, and supervision.
2. Learn about current forces, influences, and research impacting curriculum and instruction.
3. Describe approaches to curriculum development, design, and evaluation with particular emphasis on the instructional leadership role of the school site level administrator
4. Demonstrate knowledge of research on effective teaching including the California Standards for the Teaching Profession.
5. Demonstrate applications of different approaches to supervision.
6. Utilize models of teacher evaluation and supervision for the improvement of instruction.
7. Apply valid and reliable assessment approaches and procedures to evaluate student learning and program effectiveness.
8. Describe principles of effective professional development which will result in improvement of performance of teachers and other staff.

9. Understand the influence of diversity and its impact on curriculum and student learning
10. Demonstrate the application of technology to enhance learning and instructional support. Examples include the use of computers in classroom instruction, the use of instructional media, on-line research, electronic communication systems and data based management.
11. Understand ethical standards of the profession of educational administration and how they apply to the leader's role in the content of this course.

COURSE CONTENT

Historical, sociological, and philosophical foundations of Curriculum, Instruction, and Supervision:

- The evolution of supervision for improvement in teaching and learning
- The major historical and philosophical movements in American culture and instruction

Current forces, influences, and research impacting instruction:

- Stakeholder roles in curriculum development
- Current research, legislation, and trends

Curriculum development and design:

- State standards, frameworks, and reform documents
- Analysis of the written curriculum
- Understanding of criteria for selection of quality curriculum
- Mapping curriculum
- Unit design
- Lesson design

Influence of diversity:

- Curriculum materials
- Grouping practices
- Needs of English Language Learners
- Multi-cultural influences of learning

Instruction:

- Analysis of the taught curriculum
- California Standards for the Teaching Profession
- Instructional models
- Instructional leadership role of the site principal
- Effective teaching practices

Approaches to supervision:

- Directed control
- Directed informational
- Collaborative

- Nondirective

Models for supervision:

- Supervisor: clinical supervision, supervision by walking around
- Group: learning walk, lesson study, action research, peer coaching, studying student work
- Self: action research, reflective inquiry

Accountability and Assessment:

- Data analysis
- Multiple measures
- Rubrics for student work

Professional Development:

- The principles of effective professional development
- Adult learning theory
- Concerns-Based Adoption Model (CBAM)

Technology:

- Application to enhance student learning
- Instructional support
- Data analysis
- Evaluation of instruction programs

TEXTBOOKS

Instructors may choose from the following texts. For use of a textbook other than those listed, instructor must obtain approval from Department Chair.

Glatthorn, Allan A. The Principal as Curriculum Leader: Shaping What is Taught and Tested. Corwin Press, Inc., 2000.

Glickman, Carl D. Leadership for Learning: How to Help Teacher Succeed. Association for Supervision & Curriculum, 2003.

ADDITIONAL RESOURCES

Barth, R. Improving Schools From Within. Jossey-Bass, 1990.

California Department of Education. California Standards for the Teaching Profession. 1997.

English, Fenwick W. Deciding What to Teach and Test: Shaping What is Taught and Tested. Corwin Press, Inc., 2000.

Harris, Douglas and Carr, Judy. How to Use Standards in the Classroom. Associates of Supervision and Curriculum Development, 1998.

Harris, Douglas and Carr, Judy. Succeeding With Standards – Linking Curriculum, Assessment and Action Planning. Association for Supervision & Curriculum Development, 2001.

Marzano, R. J., Pickering R. J., et al. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision & Curriculum Development, 2001.

Marzano, R. J. Transforming Classroom Grading. Association for Supervision & Curriculum Development, 2001.

Reeves, Douglas. Making Standards Work. Advanced Learning Press, 2002.

Schmoker, M. Results: The Key to Continuous School Improvement. Association for Supervision & Curriculum Development, 1999.

Sparks, Dennis and Hirsch, Stephanie. A New Vision for Staff Development. Association for Supervision & Curriculum Development, 1997.

Association for Supervision & Curriculum Development. Another Set of Eyes (Video Series), 1988.

Association for Supervision & Curriculum Development. How to Produce Results (Video Series), 2001.

Association for Supervision & Curriculum Development. Improving Instruction Through Observation and Feedback (Video Series), 2002.

New Teacher Center, University of California, Santa Cruz. Classroom Observations (Video Series), 2002.

METHODS OF EVALUATION/GRADING POLICY

Performance-Based Assessments will be included as part of the grading criteria. Examples: Students will complete a curriculum audit and curriculum mapping; students will observe and analyze teaching episodes, conduct walk-through and other direct supervision experiences, as well as role play supervising conferences in class. The following are ways in which the student's performance can be evaluated in relation to the objectives of this course:

1. Active class participation
2. Student oral presentations and written reports
3. Objective and essay examinations

4. Student participation in discussion, group work, case studies, simulations and other learning activities.

GRADE SCALE

Grade Scale:

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|----|----------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D | 60-69 |
| F | Below 60 |

ACADEMIC HONESTY

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person who will receive academic credit are all impermissible. The California Code of Regulations in Section 41301, Title 5, is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2004-2006, pp 531-532).

SCHEDULE - see Syllabus

| Date | Readings/Assignments | Topic/Course Content |
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