

Oakland University
School of Education & Human Services
Department of Organizational Leadership

**EL 5320: Curriculum and Professional Learning for
School Improvement
Winter, 2018**

Monday's, 5:30 – 8:50 pm, 314 Pawley Hall
CRN 12737

INSTRUCTOR

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CATALOG DESCRIPTION: This course examines curriculum development and research as they relate to local school district planning and implementation. This course also focuses on the design, implementation and assessment of effective professional learning as related to continuous school improvement.

PREREQUISITE: Admission to the M.Ed. in Educational Leadership or instructor permission.

REQUIRED TEXTS

Yendol-Hoppey, D. & Fichtman-Dana, N. (2010). *Powerful professional development: Build expertise within the 4 walls of your school*. Thousand Oaks, CA: Corwin Press.

Katz, S. & Dack, L. A. (2013). *Intentional interruption: Breaking down learning barriers to transform professional practice*. Thousand Oaks, CA: Corwin Press.

Additional readings will be posted electronically on Moodle.

RECOMMENDED RESOURCES

Tomlinson, C. & McTighe, J. (2006). *Integrating Differentiated Instruction & Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

LEARNING OUTCOMES

Upon successful completion of the course, candidates will know and be able to:

1. Articulate a personal philosophy of teaching, learning and curriculum that demonstrates a commitment to equity for all learners.
2. Identify and defend “best practices” in subject matter learning across the K-12 continuum.
3. Identify and defend the principles of effective professional learning.
4. Demonstrate beginning skill in planning, leading and evaluating a standards-based, data-driven instructional program.
5. Demonstrate beginning skill for planning, leading and evaluating high-quality learning opportunities for staff.
6. Demonstrate commitment to continuous and sustainable instructional improvement.
7. Use data to monitor progress and inform school improvement goals.
8. Recognize the role of policy and politics in reforming curriculum and staff learning opportunities.

MI LEADERSHIP STANDARDS ADDRESSED IN THIS COURSE

This course places its primary focus on MI Standards 1 and 2; however, all standards are relevant to the discussion of leadership for rigorous curriculum, high-quality professional learning and continuous school improvement.

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable school improvement.

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

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning.

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.

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

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

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources.

3.1: Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems.

3.4: Candidates understand and can develop school capacity for distributed leadership.

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

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school.

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and cultural context.

6.1: Candidates understand and can advocate for school students, families, and caregivers.

COURSE CONTENT & DESIGN

Key assumptions about the nature of instructional leadership and how it is learned guide the ongoing development of this course, including:

- **Leaders Focus on the Instructional Core.** It is not enough for school leaders to be good managers, today's schools demand leaders who maintain a laser-like focus on improving teaching and learning. In EL 5320, you will learn how to design and lead reforms in curriculum, instruction, and teacher professional development.
- **Curriculum as Political.** Although curricular debates are often examined through long-standing philosophical frames, these debates take place in contemporary and often changing political contexts. To increase practical relevance, EL 5320 will be designed to include the study of current curricular dilemmas and trends, e.g. implementation of career and college-ready standards.

- **Theory Informs Practice.** Although the ultimate goal of a professional program of study is skilled practice, the foundation for skillful performance rests on increased awareness and knowledge. Consequently, expect to do a lot of reading and writing about the connections between theory and practice. In EL 5320, you will regularly be assigned “Application to Practice” tasks where you will apply theoretical principles to leadership practice.
- **Spiral Curriculum; Inquiry-driven Instruction.** The content for EL 5320 was designed using the principles of a spiral curriculum model, which means key conceptual ideas will be introduced and then returned to throughout the course. The purpose of this design is to foster deeper engagement with course content over time. Similarly, inquiry will be the key instructional strategy used to facilitate your learning this term.
- **Responsive Instruction.** A responsive curriculum will reflect the evolving needs and interests of its students. Therefore, proposed course topics, readings and assignments are designed to serve as a general guide for how we will proceed. Changes are quite possible as we get to know one another better.
- **Graduate-level Scholarship.** Graduate study offers a unique opportunity to be immersed in the scholarly life of reading, writing and thinking. To support your development as a scholar, the course will have a secondary focus on academic reading and writing.

COURSE TOPICS

Curriculum & Instruction

history of curriculum reform and purpose(s) of school | 21st century curriculum trends | curriculum frameworks & standards | curriculum mapping, alignment and audits | curriculum and the achievement gap | instructional best practice | observing instruction

Professional Learning

teachers as learners | planning, implementing & assessing job-embedded professional learning | facilitating collaboration and professional climate | adult learning | mentoring & coaching

School Improvement

continuous & sustainable improvement | data-driven decision-making | leading change

Leadership

distributed leadership | teacher leadership | instructional leadership | leadership for learning

METHODS OF INSTRUCTION

- *Scholarly reading*
- *Group discussion*
- *Reflective & analytic writing*
- *Inquiry tasks & projects*

PERFORMANCE ASSESSMENT

Coursework is designed to support your ability to fulfill identified learning outcomes. Your final course grade will be based on a series of “Application to Practice” Tasks and a culminating performance assessment. As a result, you will find repeated opportunities to take your learning into the field and internship.

*Assignments with direct application to the internship are identified as *Internship Connectors*.

Application to Practice Tasks

Each week you will be asked to explore a topic through a set of assigned readings and activities. These tasks are designed to address genuine problems of practice and support reflective thinking.

Innovation Presentation (50 points)

Working individually or in pairs, learn more about a curricular or instructional reform (e.g. 1:1 computing; project-based learning; IB programming; formative assessment, differentiated instruction) to share with the class.

Curriculum Director Interview (50 points) *Internship Connector

Early in the semester, you are asked to schedule an informal interview with your school or district curriculum director. In this interview, ask about their job responsibilities and preparation for the job; ask what they find most rewarding about the work and what is most challenging; ask what they see as the most pressing needs in your school/district and also the most promising trends. For credit, submit a 2-3 page summary of what you learned from this experience.

Philosophy of Teaching and Learning (50 points)

Draft a philosophy statement that will guide your understanding and assessment of good teaching and learning.

Curriculum Audit & PD Inquiry (25 points each) *Internship Connector

Begin drafting key sections of your final project for feedback and a chance to assess your understanding of big ideas.

Building Teacher Capacity for Instructional Reform (200 points) *Internship Connector

Through this semester-long project you will demonstrate your developing abilities as an instructional leader in the areas of curriculum, professional learning and school improvement. You will begin by reviewing your building's School Improvement Plan to identify a curricular area targeted for improvement, e.g. non-fiction writing. Using a broad definition of curriculum, your task will be to a) identify and research recommended curricular, instructional and assessment practices in that area, b) conduct an informal curriculum audit of that area, identifying existing gaps; and c) research and design a sustained job-embedded professional development offering that addresses those gaps. As a skill-based performance assessment, this project draws widely on the content of this course. Detailed guidelines and scoring rubric will be provided early in the semester. Projects will be due at the end of the term.

ATTENDANCE & CLASS PARTICIPATION

This class is highly interactive and demands your full and active participation. Those who actively participate usually leave the course with greater knowledge and appreciation for the subject area. It is expected that each of you will make a measureable and important contribution to our work as a cohort, and that contribution will take place online as well as face-to-face. If you need to miss a class, please contact me prior to class via email or phone. Also make arrangements to get missed work from a classmate. *Although points are not awarded for attendance and participation, more than one missed class may impact your final grade.*

GRADING SCALE

Grades will be calculated by adding points; a total of 400 points are possible. The grading scale will be based on the following point breakdown. If at any time you have questions about your grade, please ask for clarification.

400-380	4.0
379-360	3.8
359-340	3.6
339-320	3.4
319-300	3.2
299-280	3.0

ACADEMIC CONDUCT

Graduate students are expected to conduct their work in conformity with Oakland University policy on academic conduct that appears in the Graduate Catalog. This includes guidelines and policies regarding plagiarism. You are strongly cautioned not to copy any text verbatim on reports, projects, or other class assignments without using appropriate quotations and source citations. Work that is not properly attributed can lead to sanctions that include dismissal from the university.

WRITING SUPPORT

For assistance with writing, you are strongly encouraged to visit the Oakland University Writing Center (<http://www.p.oakland.edu/ouwc/>). The Writing Center has an extensive list of in-person and online resources to help you gain confidence and skill as a writer.

PROPOSED WEEKLY SCHEDULE

EL 5320 is designed around four essential questions, which work as building blocks, one supporting the other. By the time the course concludes, you will have the knowledge and skill to effectively and confidently “lead learning” in a variety of leadership roles.

- *What is curriculum for a democracy?*
- *What is good teaching & learning?*
- *What is effective professional learning?*
- *How do leaders support learning & continuous improvement?*

WEEK	DISCUSSION TOPICS	READINGS/ASSIGNMENTS DUE
Jan 8	<u>Leadership for Learning</u> <ul style="list-style-type: none">• Leading instructional change• Emerging instructional trends• PLN as self-directed professional learning for leaders	<u>Tasks:</u> <ol style="list-style-type: none">1) Review the syllabus2) Subscribe to SmartBriefs & EdWeek3) Read Dulmage; and Nussbaum-Beach4) Open a Twitter account
WHAT IS CURRICULUM FOR A DEMOCRACY?		
Jan 15 MLK Holiday	<i>CLASS MEETS ONLINE THIS WEEK</i> <i>MLK Holiday</i> <i>** See Moodle for details **</i>	<u>Tasks:</u> <ol style="list-style-type: none">1) Read McMillon & Edwards, Darling-Hammond; Lee & Burkham; Nieto & Hawley.

		<ol style="list-style-type: none"> 2) Observe how MLK Day and Black History Month are recognized in your school/district. 3) Share your observations and subsequent wonderings as directed on Moodle. 4) Use social media to follow instructional trends. Select an innovation to examine more closely in coming weeks.
Jan 22	<u>Curriculum for a Democracy</u> <ul style="list-style-type: none"> • Continuous improvement • Achievement gaps/equity • Culturally relevant pedagogy • Hidden Curriculum <p>[Intro Innovation Presentation]</p>	<u>Tasks:</u> <ol style="list-style-type: none"> 1) Read English, Ch. 1, <i>Deciding What to Teach & Test</i>; and Kleibard, <i>The Cardinal Principles</i> 2) Examine your school improvement plan and process. Is the process working as well as it could? Bring your thoughts to class for discussion.
Jan 29	<u>Curriculum Design</u> <ul style="list-style-type: none"> • Mapping for alignment & coherence • Standards, instruction & assessment • Curriculum audits 	<u>Tasks:</u> <ol style="list-style-type: none"> 1) Read Wiles Ch. 1 & 2, <i>Leading Curriculum Development</i>; plus other readings as directed. 2) Examine your building's data sources and results. Are all student's needs being met equally? How are those needs addressed through the school improvement plan? Bring your thoughts to class for discussion.
Feb 5	<u>21st Century Curriculum</u> <ul style="list-style-type: none"> • Emerging trends • Instructional vision • Innovation Presentations <p>[Intro Philosophy Statement] [Intro Final Project Part I: Curr Audit]</p>	<u>Tasks:</u> <ol style="list-style-type: none"> 1) View TEDTalk by Sir Ted Robinson 2) Be prepared to share your Innovation Presentation with the class <p><i>INNOVATION PROJECT DUE!</i></p>
Feb 12	<u>Leadership for New Standards</u> <ul style="list-style-type: none"> • The CCSS controversy • Implementing new career & college ready standards • Next Generation Science Standards • New student assessment models 	<u>Tasks:</u> (see Read Me First!) <ol style="list-style-type: none"> 1) Assess your school's approach to CCSS implementation, including prep for new assessments. What grade do you give and why? 2) Interview your curriculum director

		<p>(or mentor) to better understand current instructional initiatives and needs in your building.</p> <ol style="list-style-type: none"> 3) Learn more about the CCSS controversy in MI, then take a personal stand on the issue. 4) Work on Curriculum Audit 5) Work on Philosophy Statement
WHAT IS GOOD TEACHING & LEARNING?		
Feb 19	<p><u>Defining "Good" Teaching & Learning</u></p> <ul style="list-style-type: none"> • What is engaged learning? • What is effective teaching? <p style="text-align: center;">CLASS MEETS ONLINE THIS WEEK OU's SPRING BREAK ** See Moodle for details **</p>	<p><u>Tasks:</u> (see Read Me First!)</p> <ol style="list-style-type: none"> 1) Read Dewey's <i>My Pedagogical Creed</i>. 2) Observe 1-2 colleagues teaching. What observations do you make about inspired teaching and engaged learning? 3) Work on Curriculum Audit 4) Work on Philosophy Statement <p style="text-align: center;">CURRICULUM DIRECTOR INTERVIEW DUE... SUBMIT AT ANY TIME!</p>
Feb 26	<p><u>(Revisiting) Leadership for Learning; Data-Driven Decision-making</u></p> <ul style="list-style-type: none"> • Leading vs managing • Data-driven decision-making • Theory of action <p>[Curriculum Audit Peer Review]</p>	<p><u>Tasks:</u></p> <ol style="list-style-type: none"> 1) Read Wagner plus others to be assigned 2) Bring Curriculum Audit for peer review. <p style="text-align: center;">CURRICULUM AUDIT DUE!</p>
Mar 5	<p><u>Observing "Good" Teaching</u></p> <ul style="list-style-type: none"> • Observing teaching • Mentoring, coaching & feedback <p>[Philosophy Statement Peer Review]</p>	<p><u>Tasks:</u></p> <ol style="list-style-type: none"> 1) Read TBA 2) Examine your district's teacher evaluation instrument. How does it assess quality teaching & learning? 3) Work on School Improvement Memo 4) Bring Philosophy Statement for Peer Review <p style="text-align: center;">PHILOSOPHY STATEMENT DUE</p>
WHAT IS EFFECTIVE PROFESSIONAL LEARNING?		
March 12	<p><u>Teacher Learning</u></p> <ul style="list-style-type: none"> • Learning across the career • Learning in/of/for teaching • Job-embedded PL <p>[Intro Final Project, Parts II & III] [School Improvement Memo Peer Review]</p>	<p><u>Tasks:</u></p> <ol style="list-style-type: none"> 1) Read Yendol-Hoppey & Dana, Ch. 1-3 plus Katz & Dack, Ch. 1-3 2) Reflect on your experience of professional development. When has it been helpful to your learning to teach? When has it not been helpful? 3) Bring School Improvement Memo for

		peer review <i>SCHOOL IMPROVEMENT MEMO DUE</i>
March 19	<u>Effective Approaches to PL</u> <ul style="list-style-type: none"> • Adult learning principles • Job-embedded PL designs • Professional learning communities 	<u>Tasks:</u> 1) Read Yendol-Hoppey & Dana, Ch. 4-10; Katz & Dack, Ch. 4-5; plus Desimone, <i>Primer on Effective PD</i> 2) Inventory the professional learning opportunities in your building. Do they align with the principles of effective professional learning?
March 26	<u>Facilitating Teacher Learning</u> <ul style="list-style-type: none"> • Protocols and norms • Designing professional learning • Principal's role in leading instruction <p>[PL Format Inquiry Sharing]</p>	<u>Tasks:</u> 1) Read Yendol-Hoppey & Dana, Ch. 11-12; Katz & Dack, Ch. 6; 2) Research two job-embedded professional learning designs that are appropriate for your final project. Summarize findings of PL Format Inquiry for sharing with class <i>PL FORMAT INQUIRY DUE</i>
April 2	Oakland Schools Spring Break Online CLASS THIS WEEK <u>Learning Systems</u> <ul style="list-style-type: none"> • Linking curriculum & instruction to teacher professional learning • Teacher leadership • Policy & advocacy 	<u>Tasks:</u> 1) TBD
April 9	Final Project Work Session & Peer Review	<u>Tasks:</u> 1) Work on Final Project 2) Bring PL Plan for Peer Review
HOW DO LEADERS SUPPORT LEARNING & CONTINUOUS IMPROVEMENT?		
April 16	<u>Project Presentations & Guest Panel</u> A guest panel will join us to share their stories of leading learning, as well as offer feedback on your final projects!	<u>Tasks:</u> 1) Bring completed final project to class for sharing 2) Make any final edits to project; submit with final written reflection <i>FINAL PROJECT DUE WITH FINAL REFLECTION</i>
Apr 23	Final Exam Night 7:00-10:00	There will be no class this evening. I may discuss work with individuals.

SELECT REFERENCES

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