

MED 7703

Course Description: The focus of this course is on standards-based curricula construction, curricula delivery and curricula assessment. Through the examination of various types of curricula, the influence of social developments and the present-day student population on the school program, underlying psychological and education theory and problems in curriculum Tw 28.37 0 Td(es)2(o)3(f)5(1T(es)e1d)7(14(s)es)e1dological 2-is

Masters in School Leadership Framework

International Society for Technology Administrator Standards

Graduate Graduation Competencies

DPAS II for Administrators

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

1. How does an educational leader's understanding of organizational effectiveness and learning strategies affect the process of improving curriculum and teaching?
2. To improve curriculum and teaching, in what ways does an educational leader:
 - x engage in tactical and strategic program planning?
 - x discuss strategies for implementation and evaluation of school improvement processes?
 - x identify and understand variables that affect student achievement?
 - x develop and use evidence-centered research strategies and strategic planning processes?
 - x create school-based strategic and tactical goals?
 - x collaboratively develop implementation plans to achieve those goals?
3. How does an educational leader:
 - x develop a school improvement plan to improve curriculum and teaching that aligns to the district improvement plan?
 - x identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement?
 - x design a transformational change plan at the school-building-level?
 - x develop a school plan to monitor and evaluate effective curriculum and teaching?
 - x interpret information and communicate progress toward achievement of effective curriculum and teaching and goals for educators in the community and other stakeholders?

(NELP Standard 1)

1. Candidate researches the role of school mission and vision statements, evaluates existing mission and vision statements and understands the processes for collaboratively developing and communicating a school mission and vision. (NELP 1.1)
2. Candidate researches school improvement processes, demonstrates the ability to outline a school improvement process and understands methods of program evaluation. (NELP 1.2)

(NELP Standard 4)

1. Candidate understands and demonstrates the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. (NELP 4.1)
2. Candidate understand and demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. (NELP 4.2)
3. Candidate understand and demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.3)
4. Candidate understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (NELP 4.4)

(NELP Standard 7)

1. Candidate understands and demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school. (NELP 7.1)
2. Candidate understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. (NELP 7.2)
3. Candidate understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations. (NELP 7.3)

Develop a strategic plan for

Beaver, N., Wyatt, S. & Jackman, H. Early Education Curriculum: A Child's Connection to the World (7th ed.). (2017). Cengage Learning.

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Posavac, E.J. & Carey, R.G. (1997). Program evaluation: Methods and case studies (5th edition). Upper Saddle River, NJ: Prentice-Hall.

Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment (2014) Houghton Mifflin Harcourt.

Sergiovanni, T. (2005). Strengthening the Heartbeat San Francisco, CA: Jossey-Bass.

Ubben, G., Hughes, L. & Norris, C. (2015). The Principal: Creative Leadership for Excellence in Schools (2nd ed.). Pearson.

Whitaker, T. (2011). What Great Principals Do Differently (2nd ed.). Routledge.