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MED 7708

Curriculum Leadership

Curriculum: Foundations, Principles, and Issues. Ornstein and Hunkins, 7<sup>th</sup> Edition, Pearson Publishing

This course examines some essential but still unanswered questions related to curriculum leadership, including the following: what should be taught; how, when, and in what environment should it be taught; who should teach it; how do we know that it has been learned; and who decides? The course will explore several key topics: developing a vision of teaching and learning that is shared by all stakeholders; the power of the hidden curriculum; history and its influence on the curriculum; society and culture, teacher and learner characteristics, environment, and academic content as curriculum influencers; working with curriculum standards; the influences of philosophy, learning theory, and sociology; people and roles in curriculum work; design alternatives and needs assessments; selecting, sequencing, organizing, and prioritizing content; making and documenting curriculum decisions; implementing curriculum changes; and evaluating the curriculum.

35	5	0	0	70

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;

6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Link to the Program Theory will be housed at the top of your program.

[Masters in School Leadership Framework](#)

[NELP-Building-Standards.pdf](#)

[International Society for Technology Administrator Standards](#)





<p>NELP 3.3 Educational Leadership Skills</p> <p>Candidate demonstrates skills required to evaluate root causes of inequity and bias; develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff; support the use of differentiated, content-based instructional materials and strategies; and advocate for equitable practice among teachers and staff.</p>	<p>Candidate analyzes root causes of inequity and bias.</p> <p>Candidate develops school procedures that cultivate equitable, inclusive practice among teachers and staff.</p> <p>Candidate supports use of differentiated, content-based instructional materials.</p> <p>Candidate advocates for equitable practice.</p>	<p>Candidate evaluates root causes of inequity and bias.</p> <p>Candidate develops school policies and procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff.</p> <p>Candidate supports use of differentiated, content-based instructional materials and strategies.</p> <p>Candidate advocates for equitable practice among teachers and staff.</p>	<p>Candidate evaluates root causes of inequity and bias in collaboration with the school leadership team.</p> <p>Candidate develops school policies and procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff in collaboration with the school leadership team.</p> <p>Candidate supports use of differentiated, content-based instructional materials and strategies in collaboration with the school leadership team.</p> <p>Candidate advocates for equitable practice among teachers and staff in collaboration with the school leadership team.</p>	<p>Candidate evaluates root causes of inequity and bias in collaboration with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate develops school policies and procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff in collaboration with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate supports use of differentiated, content-based instructional materials and strategies in collaboration with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate advocates for equitable practice among teachers and staff in collaboration with the school leadership team, faculty, staff and stakeholders.</p>
<p>NELP 4.1 Educational Leadership Skills</p> <p>Candidates demonstrate skills required to evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems; and propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non-academic programs.</p>	<p>Candidate evaluates systemic practices of curricula and use of technology of the academic programs.</p> <p>Candidate produces a plan for implementation strategies for technology and curricula academic programs.</p>	<p>Candidate evaluates systemic practices of curricula, use of technology and other supports of the academic and non-academic programs.</p> <p>Candidate produces a plan for the design and implementation strategies for high-quality, technology rich and coherent curricula and supports for academic and non-academic programs.</p>	<p>Candidate evaluates systemic practices of curricula, use of technology and other supports of the academic and non-academic programs in cooperation with the school leadership team.</p> <p>Candidate produces a plan for the design and implementation strategies for high-quality, technology rich and coherent curricula and supports for academic and non-academic programs in cooperation with the school leadership team.</p>	<p>Candidate evaluates systemic practices of curricula, use of technology and other supports of the academic and non-academic programs in cooperation with the school leadership team, faculty, staff and stakeholders.</p> <p>Candidate produces a plan for the design and implementation strategies for high-quality programs in cooperation with the school leadership team, faculty, staff and stakeholders.</p>

<p>different student populations; curricula, educational technologies, and other educational resources that support digital literacy among students and adults; educational service providers; and approaches to coordinating resources and services in support of the school's academic and non-academic services.</p>	<p>Candidate knows Open Educational Resources (OER) and local service providers that support digital literacy among students and adults.</p> <p>Candidate knows an approach to coordinating resources and services in support of school's academic and non-academic services.</p>	<p>for different student populations.</p> <p>Candidate knows Open Educational Resources (OER) and service providers that support digital literacy among students and adults.</p> <p>Candidate knows approaches to coordinating resources and services in support of school's academic and non-academic services.</p>	<p>applicable to different student populations.</p> <p>Candidate understands Open Educational Resources (OER) and service providers that support digital literacy among students and adults.</p> <p>Candidate knows approaches to coordinating resources and services in cooperation with the school leadership team in support of school's academic and non-academic services.</p>	<p>Candidate understands and synthesizes Open Educational Resources (OER) and service providers in cooperation with the school leadership team, faculty and parents that support digital literacy among students and adults.</p> <p>Candidate knows approaches to coordinating resources and services in cooperation with the school leadership team, faculty and parents in support of school's academic and non-academic services.</p>
<p>NELP 4.2 Educational Leadership Skills</p> <p>Candidates demonstrate skills required to evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems; and propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning.</p>	<p>Candidate evaluates practices and resources that support learning for equity, digital literacy and the school's academic and non-academic systems.</p> <p>Candidate produces a plan for the implementation strategies for improving the impact of academic practices, resources, and services that support student learning.</p>	<p>Candidate evaluates</p>	<p>Candidate evaluates</p>	<p>Candidate evaluates</p>

		<p>student learning and well-being.</p> <p>Candidate know systems for coordinating the elements of curriculum (assessment, instruction and service delivery).</p>	<p>Candidate understands the systems for coordinating the elements of curriculum (assessment, instruction and service delivery).</p>	<p>Candidate understands and synthesizes systems for coordinating the elements of curriculum (assessment, instruction and service delivery).</p>

NELP 4.3 Educational Leadership Skills

Candidates demonstrate skills required to use research to evaluate the quality of formative and summative assessments of learning; implement formal and informal culturally responsive and accessible assessments of student learning; interpret data from formative and summative assessments for use in educational planning; and cultivate



Wood, J. N.

### **Engaging Stakeholders in Curriculum Development**

2010 - Journal of School Public Relations

**In-text:** Wood, J. (2010). Engaging Stakeholders in Curriculum Development. *Journal of School Public Relations*, 31(2), pp.122-130.

- Book

Glatthorn, A., Boschee, F. and Whitehead, B.

### **Curriculum leadership: strategies for development and implementation**

2009 - Prentice Hall - Thousand Oaks, CA

**In-text:** Glatthorn, A., Boschee, F. and Whitehead, B. (2009). *Curriculum leadership: strategies for development and implementation*. 2nd ed. Thousand Oaks, CA: Prentice Hall, p.135.

- Book

Brady, L. and Kennedy, K. J.

### **Curriculum construction**

2014 - Pearson Australia - Frenchs Forest, N.S.W.

**In-text:** Brady, L. and Kennedy, K. (2014). *Curriculum construction*. 5th ed. Frenchs Forest, N.S.W.: Pearson Australia.

- Book

Tyler, R. W.

**Basic principles of curriculum and instruction**

1949 - University of Chicago Press - Chicago

**In-text:** Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

- Journal

Gibson, S.

**A critique of the 'objectives model of curriculum design' applied to the education and training of district nurses**

1980 - J Adv Nurs

**In-text:** Gibson, S. (1980). A critique of the 'objectives model of curriculum design' applied to the education and training of district nurses. *J Adv Nurs*, 5(2), pp.161-167.

- Book

Davies, K.

**Objectives in Curriculum Design**

1976 - McGraw Hill - Maidenhead

**In-text:** Davies, K. (1976). *Objectives in Curriculum Design*. Maidenhead: McGraw Hill.

- Book

Taba, H.

**Curriculum development; theory and practice**

1962 - Harcourt, Brace & World - New York

**In-text:** (Taba, 1962)

**Your Bibliography:** Taba, H. (1962). *Curriculum development ; theory and practice*. New York: Harcourt, Brace & World.

- Journal

Walker, D. F.

**A Naturalistic Model for Curriculum Development**

1971 - The School Review

**In-text:** (Walker, 1971)

**Your Bibliography:** Walker, D. (1971). A Naturalistic Model for Curriculum Development. *The School Review*, 80(1), pp.51-65.

- Journal

Reynolds, R.

**A framework for researching syllabus development and curriculum change.**

2001 - Curriculum Perspectives

**In-text:** (Reynolds, 2001)

**Your Bibliography:** Reynolds, R. (2001). A framework for researching syllabus development and curriculum change. *Curriculum Perspectives*, 21(3), pp.1-8.





Cummins, H.J. (January/February 2015). Best Practices in Action. *Principal*, v94 n3 pp. 26-29

Syed, S. (January 2015). Making Space for New Leaders. *Principal Leadership*, v15 n5 p24-27.

Syed, S. (October 2014). Beyond Buses, Boilers, and Books. *JSD the Learning Forward Journal*, v35 n5 p46-49.

School districts are experimenting with several strategies to build up the role of principals' managers in the central office as a means to improve principal effectiveness and provide instructional support.

Six school districts are participating in an initiative funded by The Wallace Foundation to ensure that a large corps of school leaders is properly trained, hired, and developed on the job. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Principals-in-the-Pipeline.pdf>

Mendels, P. (February 2012). The Effective Principal. Five Practices that Shape Instructional Leadership. *JSD the Learning Forward Journal*, v33 n1 p54-58.

After reviewing its body of research and field experiences, The Wallace Foundation pinpoints five practices central to effective school leadership. <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-Effective-Principal.pdf>

**[The Role of Nonacademic Outcomes: Boston Public Schools Share the Importance of Social-emotional Learning on Student Achievement](#)**, Daniel Brown, May 2017

**[A Bold Move to Better Prepare Principals: The Illinois Story](#)** (October 2016). This is a four-part video series that explores Illinois'

[The Wallace Foundation's Principal Pipeline Initiative](#) (2015). Six large school districts have been participating since 2011 in The Wallace Foundation's Principal Pipeline Initiative, a six-year effort to train, hire and support talented principals. In this series of eight videos, the superintendents of these districts discuss details of their effort, lessons they have learned and advice they can offer to other districts. Many of the experiences they recount are detailed in a January 2015 [report about the initiative](#), one in a series by independent researchers evaluating the effort.

[The Principal Story Learning Guide](#). (May 2014). This web-based professional learning guide uses excerpts from the award-winning PBS documentary film, *The Principal Story*, to illustrate the five practices. The guide is intended to help those who prepare and support aspiring and current principals probe these essential practices. Use this [facilitator guide](#) to explore options for using these tools.

[Five Practices, Done Well](#) (April 2013). These videos ask, "What makes for an effective principal?" And they answer: [Five practices, done well](#). Listen as 13 school leaders talk about how they have put those practices to work. Identified by local administrators for their efforts to boost teaching and learning, often under difficult circumstances, the principals com7 fivg, 15.992 612 reW\*nBT/F1

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