

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: EDL 8623

Course Title: Leading Curriculum, Instruction, and Assessment

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: The course covers educational leaders' responsibilities relative to national and state curricula standards, effective instructional practices, and the use of assessments to support student achievement

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Goals (Learner Outcomes and Standards Alignment):

The course focuses on understanding the relationship between effective schools and curriculum and instructional leadership. The goal is to foster a candidate’s responsibility to advocate, nurture, and sustain an instructional program and school culture that are conducive to student learning and teachers’ professional growth. The student will learn how to facilitate the design and implementation of curricula plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

To complete the course successfully, candidates are expected to achieve the following learning outcomes which comprise seven course goals as listed below. Goals are linked to the Educational Leadership Constituent Council (ELCC) Standards developed by the National Policy Board for Educational Administration and to the indicators in the Mississippi State University’s College of Education Conceptual Framework Program Outcomes (CFPO). Although numerous ELCC elements are addressed in the course objectives, two specific ELCC sub-elements (ELCC 2.2 and 5.1) are assessed for the purpose of providing student performance data for NCATE review.

Course Goals with Alignment to Professional and University Standards:

Course Goal / Learner Outcome Candidates will:	Relationship to ELCC	Relationship to CF/PO
1. Develop effective leadership skills for the development of district/school curricular, co-curricular, and extracurricular programs using a standards-based curriculum and learning standards adopted by the state of MS.	ELCC 2.2 Provide effective instructional program ELCC 2.3 Apply best practice to student learning	CFPO 3 Knowledge CPPO 12 Curriculum Development
2. Promote the use of critical thinking and problem solving by teachers or other school stakeholders involved in curriculum design and delivery.	ELCC 1.4 Steward a vision ELCC3.1 Manage the organization	CFPO 10 Inquiry/problem solving
3. Develop awareness and increase knowledge base of state and federal mandates that drive curriculum change.	ELCC 5.1 Acts with Integrity ELCC 5.3 Acts ethically	CFPO 14 Issues/trends
4. Facilitate the development of a school/district learning organization that supports instructional improvement and change through ongoing study and relevant research and best practice.	ELCC 2.3 Apply best practice to student learning ELCC 4.3 Mobilize community resources ELCC 6.2 Respond to larger	CFPO 13 Research

	context	
5. Facilitate the implementation of sound, research-based instruction strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.	ELCC 2.2 Provide effective instructional program ELCC 5.1 Acts with integrity	CFPO 2 Diversity
6. Use formative and summative student assessment data to develop, support, and improve school instructional strategies and goals.	ELCC 2.1 Promote positive school culture	CFPO 4 Assessment
7. Analyze instructional needs and allocate resources effectively and equitably.	ELCC 3.3 Manage resources ELCC 5.1 Acts with integrity	CFPO 4 Assessment

Required Texts:

Wiles, J. (2009). *Leading curriculum development*. Thousand Oaks, CA: Corwin Press.

Glatthorn, A. &Jailall, J. (2009). *The principal as curriculum leader: Shaping what is taught and tested*. Thousand Oaks, CA: Corwin Press.

Parham, W.J. (2006). *Assessment for educational leaders*. Boston, MA: Pearson Education.

Methods of Instruction:

The course instruction will consist of a blend of short lectures supported by hands-on practice. School leadership is an applied field, and theory and specific content knowledge about curriculum, instruction, and supervision will enable candidates to apply concepts in their work settings. Frequent opportunities during the course will be provided for candidates to apply their learning using real-world assignments. Candidates will engage in both large and small group instruction, assigned readings in required texts, open discussions and questioning either in class or online, and in content and skills-based assessments that allow them ample opportunity to demonstrate and test out their knowledge and skills.

Student Assignments/Assessment:	Course Goals Addressed	ELCC Standards and CFPO
Field Assignment #1 – Curriculum Mapping and Alignment	Course Goals 1, 2, 3	ELCC 1.4, 2.2, 2.3, 3.3, 5.4, 5.4 CFPO 3, 12
Field Assignment #2 – Conduct teacher observations, assess teacher’s performance, make recommendations about instructional delivery methods that can better enhance student learning	Course Goals 4, 5	ELCC 2.2, 2.3, 4.3, 5.2, 6.2 CFPO 2,13
Field Assignment #3 – Compare and analyze several teacher	Course Goals 6,	ELCC .5. 3.1,

assessment instruments and suggest effective teaching strategies	7	5.22 CFPO 4
Curriculum Standards Implementation Analysis (See ELCC Assessment #6C for instructions)	Course Goals 1-7	All ELCC Standards
Mid-Term Assessment	Course Goals 1-7	All ELCC Standards
Research Presentation (2)	Course Goals 1-7	All Standards
Quick Talks (2)	Course Goals 1-7	All Standards
Current Issues	Course Goals 1-7	All Standards
Chapter Reflections/Activities	Course Goals 1-7	All Standards
Final Assessment – Research Essay	Course Goals 1-7	All ELCC Standards
Class Participation	Course Goals 1-7	All ELCC Standards

Mississippi State University Honor Code:

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Please see <http://students.msstate.edu/honorcode/> for more information.

Technology:

Students are expected to make regular use of technology for accessing class materials, activities, and assessments. Word processing, use of spreadsheets, and email are essential skills students will utilize. Students will be required to use MyCourses (MyState/Blackboard) to retrieve all course materials and to submit all assignments. Students will be required to purchase usage of COE assessment system, TaskStream.

Diversity:

Diversity will be addressed in readings and course activities. As students complete activities, they are oriented to the cognitive level and learning styles of traditional as well as nontraditional students.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the professor for more information.

Field Component:

Students will have ongoing interaction with practicing educational leaders through the completion of field assignments as listed in the table that follows. Each course in the newly designed program leading to principal certification will contain field components as part of course requirements.

Suggested Evaluation of Student Progress:

The recommended evaluation includes assignments listed below. Field-based and individual assignments comprise 60% of the final grade; tests comprise 30% of the final grade; class participation comprises 10% of the final grade.

Grading is on a 10-point scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = Below 60