

**Instructional Supervision: Curriculum Theory for District Administration**  
**3 credits**

**EDL 847**

**Course Description**

This course explores the development of curriculum theory and structures within the context of philosophical, social, economic, cultural and political climates in the United States. The purpose of this exploration is to prepare students to identify high quality instruction, to diagnose instructional problems and to determine appropriate strategies to improve academic performance in Pk-12 settings. With effective district-level instructional leadership, teachers are better able to guide students to achieve at higher levels of competency. This course provides a foundation for the doctoral student to acquire knowledge, skills and values to be an expert in instruction.

**Course Structure**

This course is designed for delivery through face-to-face meetings enhanced by learning activities/discussions online. Students are expected to prepare for class meetings, take part in class activities, contribute to discussions, and support other class members. In short, the class will function as a learning community in which every member shares responsibility for the learning experience of the group.

**Learning Outcomes**

- Students will understand instructional practices recognized as “best practices.”
- Students will analyze curricular theories in order develop a working knowledge of curriculum development, maintenance and revision processes.
- Students will recognize the strengths and weaknesses of diverse curricular theories.
- Students will develop, articulate, implement and steward a shared vision of learning
- Students will evaluate an existing district curriculum for appropriateness, including alignment to district, state and national standards.
- Students will review the literature and observe instructional leadership in order to formulate beliefs about leadership for advancement of instruction.
- Students will attend a Board of Education meeting to better understand the relationship of policy making to classroom and school-level decision-making and practice.

**Course Requirements**

**1. Participation – 20%**

Take part in all class activities. Contribute to discussions and activities, both face-to-face and online, in a way that enhances learning for all class members. You will be required to make postings to our D2L Discussion Board. Postings will focus on assigned readings/readings done on your own and how they relate to your past experiences and future endeavors as a leader.

Some discussions will be open to the whole group while others will be structured as small group discussions in order to build smaller learning communities. Discussion topics will be provided with specific posting requirements noted for each discussion topic.

## **2. Curriculum Analysis Assignment – 30%**

Analyze a district’s curriculum using a specific model introduced in class or in readings to evaluate/audit the curricular needs of that district. (This can be your district or another district). After answering your model’s guiding questions, identify and reflect upon the strengths, weaknesses, and area for improvement. Determine what recommendations you would make to the Board of Education.

## **3. Curriculum Theory Paper - 30%**

Select one of the curriculum theories discussed in class or that you found in your readings. Research and explain this theory and its significance, and analyze its impact on curriculum design, practical application and continuous progress monitoring. Incorporate course theories, philosophies, and experiential knowledge to formulate possible responses to this curricular approach and hypothesize what these responses would look like in the context of your future role as a superintendent.

## **4. Board of Education Meeting Attendance and Reflection – 20%**

Attend a Board of Education meeting. Take note of all issues related to curriculum, instruction and supervision. Follow the discussions, follow-ups, adoptions, etc. that result from the actions of that meeting. Write a reflective paper indicating the processes observed, the strengths and weaknesses of the processes and your informed beliefs about the values of shared decision-making in a school district.

### **General Criteria for Assessment**

- 1. Construction of Knowledge:** Students successfully interpret, analyze, evaluate, or synthesize information.
- 2. Depth of Understanding:** Student understanding of course content is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
- 3. Connection to Practice and Policy:** Students successfully connect course content to educational practice and/or policy. They explore implications that create value and significance for knowledge.
- 4. Clarity of Expression:** Students demonstrate quality work through well-organized, grammatically correct, precise and accurate writing. They reflect thoughtfulness in word choice, sentence construction and composition.

### **Course Grading Scale**

<b>Letter Grade</b>	<b>Percentage Points</b>
A	94-100
A-	90-93

B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
F	73 or below

### **Guidelines for Written Assignments**

Advanced graduate academic work requires competence in written communication to express your ideas clearly and accurately. Therefore, it is expected that students will be able to articulate their positions, reasoning, and queries with clarity, accuracy, and precision in grammatical construction and language use. Students must demonstrate critical thinking in all of their written work. Further, it is imperative that doctoral students draw upon the work of other scholars and appropriately give credit to others through in-text citations.

### **Format Requirements for Papers**

- Use APA (most recent edition) to format course papers.
- Use inclusive language (do not use masculine pronouns when referring to men and women).
- All papers should be double-spaced with 1-inch margins. Times New Roman font (12 point) is standard.
- Number the pages.
- Writing should be appropriately referenced, giving credit to others for their work by providing accurate citations.
- Where appropriate and possible, draw connections between course concepts/readings and specific examples/experiences. The capacity to relate theory with practice is an important component of the course.
- Writing must be grammatically correct and without spelling, punctuation, or typographical errors.
- Include a list of references at the end of the paper. This list should include all references cited in the paper, and only those cited in the paper.

### **Guidelines for Online Discussions**

There are three very important rules for using online discussion boards:

1. Remember that the culture of mutual respect that is part of our face-to-face time extends into the virtual classroom environment.
2. Participation is required.
3. Participation alone is not enough. Posts require a thoughtful and meaningful approach. Quality does count. Also important is timing. If you wait until the end of the discussion window time, you are not engaging in the type of discussion required.

See “Guidelines and Rubrics for Online Discussions” (D2L Course Content) for further details.

### **Guidelines for Communication in a Respectful Learning Environment**

- Listen receptively. Seek first to understand, then to be understood.

- Attend to the person who has the floor. No sidebar conversations, gestures, or extraneous activity while another person is talking.
- Communicate honestly. If you have a concern or if you are puzzled – explain how you are feeling and why.
- Disagree thoughtfully. Respectful questioning and disagreement is not wrong. Scholarly discourse involves and encourages exploration of different perspectives.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality are not acceptable.

### **Academic Integrity**

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The System guidelines state: “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS 14.01, Wisconsin Administrative Code)

Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code. The System guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Discipline Code 2007-2008 and can be found on the Dean of Students website at [www.uwosh.edu/dean/conduct.htm](http://www.uwosh.edu/dean/conduct.htm)

Specific questions regarding the provisions of Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

### **Accessibility Statement**

We would like to fully include persons with disabilities in this course. Please let us know if you need any special accommodations. Information will be kept confidential whenever possible. For questions regarding UW Oshkosh policy and available services for students with disabilities, please contact John Palmer, Coordinator of Services for Students with Disabilities in the Dean of Students Office in Dempsey Hall. [palmerj@uwosh.edu](mailto:palmerj@uwosh.edu) or 424-3100.

### **The Writing Center**

All UW Oshkosh students are eligible for one-on-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help writers work through assignments and gain additional writing skills. Trained peer consultants can assist writers at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They help writers with issues like grammar and mechanics by helping them identify their own patterns of error and learning how to avoid those errors. Check their website for more information about services. (<http://www.uwosh.edu/wcenter>). The Writing Center is located in Suite 102 of the Student Success Center, across from Reeve and Polk on Elmwood Ave.

### **Communication**

*Email.* Your UW Oshkosh email account is used by the University and by your instructors to communicate University and course information. Please check your UW Oshkosh email frequently.

*Weather Concerns.* If you are unable to attend class due to hazardous conditions, please notify me via email prior to the scheduled class meeting. In the event that I cannot meet with the class,

or most members of the class cannot attend, we will schedule an alternative discussion/learning activity using D2L. Please check your UW Oshkosh email prior to class if you have any questions about the class meeting. I will send an email notice to you no later than 3:30 p.m. if there is an alternative plan for that evening's session.

**UW Oshkosh**  
**College of Education and Human Services**

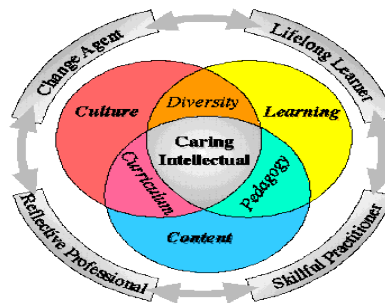
**EdD in Superintendency**

The **mission** of the EdD in Educational Leadership program leading to licensure as a District Administration is to develop educators to assume formal leadership roles in their organization.

The **goals** of the program are to develop the capacity to:

1. envision and guide organizational change;
2. communicate effectively, engage constituents, develop people and build community;
3. advocate equity for diverse populations, and respect individuals;
4. integrate theory, data, research and ethical standards into the context of one's practice through continuous learning.

**The Educator as a Caring Intellectual**



**Program Dispositions**

Throughout this program students will be expected to demonstrate the following dispositions:

- Value change as the source of the opportunity for improvement
- Display the ability to understand people and relationships and be receptive to the ideas of others
- Show a willingness to implement non-discriminatory access, accommodations and assessments.
- Demonstrate empathic understanding of diversity in all domains.
- Reflect regularly upon the philosophical assumptions, ethical principles and rationales that guide one's practice
- Understand oneself as a learner and value learning as a core capacity.

## Wisconsin Administrator Standards for Superintendent (03) Licensure

Teacher Standards, Vision, Instructional Program, Management, Family/Community Relations, Ethics, and Context Affecting Schools

(Full documentation available at: <http://tepd.dpi.wi.gov/epp/licensure-program-guidelines>)

### Tentative Schedule of Topics

	Topics	Activities and Assignments
Week 1	Characteristics of Effective Instruction What “works” in schools Local, State & National Standards	Reading Assignment: TBA Small groups will read, analyze and critique research on Teacher Effectiveness and Student Achievement
Weeks 2, 3 & 4	Curriculum Theories: Liberal, Systematic, Existentialist, Radical, Pragmatic, Deliberative	
Weeks 5 & 6	Instructional Strategies: Creating a model for understanding and re-creating “best practices”	Reading Assignment: TBA Identify a specific instructional strategy you will observe and reflect upon. (Multiple observations required). Determine a model to monitor the impact the practice has on student achievement.
Week 7	Observational Strategies in Pk-12 Classrooms	
Weeks 8, & 9	Working with district-level assessment models.	Glatthorn TBD
Weeks 10 & 11	Standardized tests and the role of district-level administration	
Weeks 12 & 13	Working with Curriculum Directors, Professional Development Coordinators, Teacher Leaders	
Week 14	Course wrap-up, continuing discussions	