Spring 2-1-2023

EDLD 551.50: Foundations of Curriculum Leadership

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UNIVERSITY OF MONTANA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
EDLD 551: FOUNDATIONS OF CURRICULUM LEADERSHIP
SPRING 2023
ONLINE
SYLLABUS

Course Overview

CLASS

January 31-April 11, 2023
Classes open each Tuesday at 2:00 p.m.

INSTRUCTOR

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REQUIRED READINGS

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2019). *Curriculum leadership: Strategies for development and implementation* (5th ed.). Thousand Oaks, CA: Sage.

ISBN 978-1-5063-6317-2

Other readings as assigned during the course.

COURSE DESCRIPTION

The Foundations of Curriculum Leadership course is designed to explore the history and theoretical bases of current PK-12 curriculum and instructional leadership. It is from this basis that educational leaders build a strong foundation in curriculum. Curriculum leaders must be able to merge theory and practice to meet the global challenges facing education now and in the future. To form and support the leader's foundations, this course will examine critical issues in the areas of (a) Foundations of Curriculum, (b) Curriculum Processes, and (c) Curriculum Management.

SYLLABUS TABLE OF CONTENTS

COURSE OBJECTIVES

This course addresses all six major standards of the Montana PEPP Standards (Appendix B).

This section describes the specific outcomes for this course and the alignment of these outcomes to the Montana PEPP Standards. As a result of the successful completion of the Foundations of Curriculum Leadership course, students will:

Standards Alignment	PEPPS
1. Address contemporary curriculum issues from a historical perspective;	bi

2. Understand the relationship between curriculum and instruction;	bi, bii
3. Assess the results of research on teaching and learning;	bii
4. Study theoretical and historical dimensions of the design and dissemination of curricula in K–12 educational settings;	bi
5. Understand the concepts of curriculum planning, implementation, and evaluation;	bi
6. Explore the historical, philosophical, and political underpinnings of curriculum;	bi
7. Examine curriculum management and supervision of human and material resources;	biii
8. Investigate current developments and trends in curriculum;	bi
9. Gather practical information regarding the curriculum process through structured interviews and discussions with practitioners in the field;	bi, bii, biii
10. Exchange ideas and information regarding the curriculum process through meaningful and reflective dialogue;	bi, bii, biii di, dii
11. Create a personal definition of curriculum;	bi, bii, biii di, dii
12. Articulate a personal philosophy of curriculum leadership; and	bi, bii, bii di, dii
13. Personalize the critical elements regarding the foundations of curriculum, curriculum processes, and curriculum management.	bi, bii, biii di, dii

Conceptual Framework

A. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various supervisory and evaluation considerations, leadership theories, and organizational components.*	*CF1*
B. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*	*CF2*
C. *Students are required to adhere to the Department of Educational Leadership Professional Standards for Student Performance.*	*CF3*
D. *Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*	*CF3*

EXPECTATIONS

Participation

Students enrolled in this course are expected to regularly and consistently participate in each class discussion in a manner that promotes a scholarly environment, where diverse ideas are tolerated, and discussion is supported by informed opinion. (Refer to Professional Standards for Student Performance Appendix A.) Two points will be deducted each time a student fails to participate in the assigned group discussion per posting deadlines noted on pages 5&6 of this syllabus. Students are required to be current in the assigned reading for each class and to submit and/or present required assignments in a timely manner. Late assignments will be accepted only by prior consent.

Written Assignments

Written assignments will reflect the individual's original work, and follow the style articulated in the Publication Manual of the American Psychological Association (APA) 7th edition. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. Papers that are poorly written, containing numerous grammatical

and/or mechanical errors, will not be accepted. **When noted, adhere to the page number restrictions**.

Academic Honesty

  All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online.

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ARTICLE IV: PROSCRIBED ACADEMIC CONDUCT

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  Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs.

Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Using Your UMConnect e-mail Account

  Correspondence to you regarding this course will only be sent to your UMConnect mail account. **It is recommended that you check your UMConnect mail account regularly**.

ONLINE FORMAT

<u>UMOnline: Moodle</u>

Moodle is an open-source learning management system used by the University of Montana to deliver online learning. Within the Moodle system, the introductory course Moodle 101 for Students can be accessed from your [Moodle home page](#) (at the bottom under "Tools for Success – Student Resources" or within the "Welcome" page of the course shell). Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

<u>Course Shell</u>

The course shell consists of six major areas that you will need to access. These six areas are:
1. Welcome, Announcements, and Introductions
2. Class Content (for each class)
3. Assignments
4. Optional Discussions and Questions
5. Course Resources
6. Course Syllabus

1. Welcome, Announcements, and Introductions
   This general area will contain a welcome message, University Land Acknowledgement, course announcements, and class introductions.
   a. Class Introductions
      This area will contain individual introductions for each student in the class. You will be required to post your introduction in this area by the start of the second class.

2. Class Content (for each class)
   The Class Content area contains all of the necessary information you need to access for each of the ten classes (Class 1, Class 2, etc.). Classes will open at 2:00 p.m. on Tuesday. For each class, there are three areas that you will need to access.

   a. <u>Overview</u> provides a video discussing the content for the class. Over time, additional content has been added. Therefore, the overview may not address all content contained in the PPTs.

   b. <u>PowerPoints</u> will highlight important content from the reading as well as additional content pertinent to specific class topics. Successful completion of the assignments will require students to fully read and learn content in the assigned readings and PowerPoints.

   c. <u>Assigned Discussions</u> will be required for each class. You will find the class discussion prompt in the content area for each class.

      It is important that you find your group's discussion area for each class (by clicking on the discussion prompt forum) and participate in that assigned group as class participation points will be awarded each class from these discussions. **You will need to post your initial discussion for the Tuesday class prompt <u>by</u> Thursday, and then respond to your group's discussions by Monday. All discussion deadlines are at 2 p.m. Postings that occur after the 2 p.m. deadlines will result in reduced points.**

	Initial Response by 2:00 p.m.	**Response to Group Members by 2:00 p.m.**
Tuesday's Class	Thursday	Monday

For each class, students will receive one of the following scores for their participation:

- 2 points for thorough contributions that stimulate discussion including interacting with other students in your assigned group and meeting both posting deadlines (initial and response)

- 1 point for contributing only in a cursory manner or not responding to at least one posting from a student in the assigned group or missing either posting deadline (initial and response)

- 0 points for not participating

* Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling.

3. Assignments
   This area contains four important areas pertaining to the course assignments.

   A. Assignments and Due Dates
      This area provides a listing of all assignments and their corresponding due date.

   B. Assignment Exemplars
      You will find assignment exemplars in this area. These are not perfect papers but provide you with a sense of the assignment's expectations for an "A" paper.

   C. Preparing Assignments to Submit
      Specific instructions regarding the preparation of assignments as well as writing requirements, directions for submitting assignments, and assignment templates are in this area. Pay particular attention to the naming format as explained in the course syllabus (p. 11). **All assignments will be submitted as a MSWord file**.

      1. Assignment Templates
         This area contains templates for each assignment. These templates contain the specific cover page (**remember to add your name and student 790 number**), assessment rubric, content headings, and references heading. Leave the assessment rubric as part of your paper for completion during the grading process and use the content headings to address the assignment's requirements.

   D. Assignment Submittal Areas
      Each assignment has its own submittal area. To access the submittal area, click on the assignment name or file icon. Submit assignments (with the correct file name) by clicking the "Add submission" button in the lower right-hand corner of the assignment box.

4. Optional Discussions and Questions
There are two areas set aside for optional discussions. These areas are:

   A. <u>Continued Class Discussion</u> is a discussion area where students can post questions or prompts to further the discussion and interaction among classmates. Anyone posting in this area needs to send an email to the entire class so everyone has the opportunity to participate in the continued discussion.

   B. <u>Optional Questions for Dr. McCaw</u> is a discussion area where students can pose questions (specific to the topics for that class) to me. To ensure a timely response, please e-mail me at bill.mccaw@umontana.edu noting that you have posted a discussion question for my response; otherwise, these questions are answered each Tuesday.

5. Course Resources
Provided resources address (a) the course content supplemental information, (b) university specific resources (bookstore, library etc.), (c) educational resources (professional organizations), and (d) educational journals.

6. Course Syllabus
This area contains the course syllabus, table of contents, and tentative schedule of class topics and reading assignments.

<u>Class Readings</u>
The required book will be read and discussed throughout this course. The assigned reading should be completed prior to viewing the Class PowerPoint Lecture and participating in the group discussions noted for each date. Not all chapters will be covered in the *Curriculum Leadership: Strategies for Development and Implementation* book, so students may wish to read those chapters on their own to get a sense of the authors' complete work.

<u>Needing Help</u>.
If you encounter problems regarding the online portion of this course, please contact UMOnline. There is also a Technical Support area within the menu of the course shell (406-243-4999 or 866-225-1641 (toll free)).

ACCOMMODATIONS

I want to be sensitive to any needs you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

MASTERS OF EDUCATION CULMINATING PORTFOLIO

The Masters of Education degree in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. The benchmark assignment for this course is the Foundations of Curriculum Leadership

paper. **Acceptance for inclusion into your culminating portfolio requires this assignment meeting the grading criteria of A or B**.

CLASS DATES AND TENTATIVE TOPICS

Curriculum Leadership: Strategies for Development and Implementation (5th ed.). Chapters from this book will be read and discussed throughout this course. The pages noted for each class reading should be read prior to that class**.**

Class	Date		Topics	Readings	
1	Jan	31	Introduction to the Course		
2	Feb	7	The Nature of Curriculum	Ch. 1	pp. 2-32
3	Feb	14	Curriculum History: The Perspective of the Past	Ch. 2	pp. 35-64
4	Feb	21	Curriculum Theory Definition of Curriculum Paper Due	Ch. 3	pp. 67-101
5	Feb	28	The Politics of Curriculum	Ch. 4	pp. 104-138
6	Mar	7	Curriculum Planning Curriculum Leadership Interview Due	Ch. 5	pp. 142-166
7	Mar	14	Improving the Program of Study Improving a Field of Study	Ch. 6 Ch. 7	pp. 168-192 pp. 194-212
	Mar	21	UM Spring Break: No Class		
8	Mar	28	Processes for Developing New Courses and Units Philosophy of Curriculum Leadership Paper Due	Ch. 8	pp. 214-235
9	Apr	4	Supervising the Curriculum: Teachers and Materials Curriculum Development and Implementation	Ch. 9 Ch. 10	pp. 238-266 pp. 268-321
10	Apr	11	Aligning the Curriculum Curriculum and Teacher Evaluation	Ch. 11 Ch. 12	pp. 299-321 pp. 323-354
	Apr	18	Foundations of Curriculum Leadership Paper Due		

ASSIGNMENT TITLE AND DUE DATE

1. Definition of Curriculum Paper (Due February 21)
2. Curriculum Leadership Interview (Due March 7)
3. Philosophy of Curriculum Leadership Paper (Due March 28)
4. Foundations of Curriculum Leadership Paper (Due April 18)

GRADING

Grading for this course is explained below. Specific assignment assessment rubrics can be found with the assignment description beginning on page 12. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or content that the writer finds more interesting than the class assignment.

Grades will be determined by the following weighted formula:	Points
Class Participation	15
Definition of Curriculum Paper	10
Curriculum Leadership Interview	20
Philosophy of Curriculum Leadership Paper	20
Foundations of Curriculum Leadership Paper	35

Course grades will be based upon a percentage of the total possible course points:
90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; below 60 = F

FIELD EXPERIENCE

Field Experience is not a specific requirement of this course but rather a program requirement for principal and superintendent licensure (field experience is not a requirement for those students seeking an emphasis in higher education or international educational leadership). Please refer to the Department's website for additional information.

Applied learning with best practices for educational leadership is an expectation of the field experience. The field experience provides each student with the opportunity to bring together leadership theory and practice in actual educational environments. Each student is required to secure support from a PK-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:
complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership designed field experience expectations for students in either the M.Ed. or Licensure/Endorsement program.

PREPARING ASSIGNMENTS TO SUBMIT

Key Points

a. Refer to each assignment's description and assessment rubric
b. Follow APA 7th Edition Format (The Owl at Purdue)

    a. Double line spacing throughout

    b. Provide citation information when paraphrasing (author's last name, publication date)

        i. Direct quotations require author, publication date, <u>and page identifier</u>

    c. APA uses past tense for published works

    d. APA uses the Oxford comma (comma before the word "and" in a series)

    e. Page number noted in the heading (top right-hand corner- format provided in the assignment template)

    f. Academic works use indented paragraphs and left justification rather than the block format and full justification used by business.

    g. When citing works with three or more authors:

        i. List only the first author's name followed by "et al." in every citation, even the first, unless doing so would create ambiguity between different sources.

            • (Kernis et al., 1993)

            • Kernis et al. (1993) suggested …

        ii. In et al., et should not be followed by a period. Only "al" should be followed by a period.

    h. References: Follow the format used in this syllabus for references (p. 24).

        i. References title centered with bold upper and lower case

        ii. References format is hanging indent, double spaced, no extra space between references

        iii. When citing class PPT content, use:

        In References:

        McCaw, W. P. (2023, Spring). Foundations of curriculum leadership [PowerPoint slides]. University of Montana. https://moodle.umt.edu/course/view.php?id=61967#section-0

        In Text:

        (McCaw, 2023, Class #, Slide #)

    i. APA Deviations

        i. Font = Calibri (Body), 10.5 point (Word Default) or Times New Roman 10 or 12 point font is acceptable

        ii. No Running Head

        iii. No Abstract

c. Utilize the provided assignment templates on <u>all assignments</u> including the assessment rubric (these are provided in the "Assignments" area of the Moodle Shell)

SUBMITTING ASSIGNMENTS

Submit assignments as a MSWord file and only through Moodle in the "Assignments" area. Each assignment has its own assignment submittal area. To access the submittal area, click on the assignment name or file icon. Submit assignments (with the correct naming format) by clicking the "Add submission" button in the lower right-hand corner of the assignment box.

<u>Using Assignment Templates</u>

Assignments <u>must</u> use the assignment templates which are located in the Moodle course shell within "Assignments" and can be downloaded as a MSWord file. These templates contain the important elements of each assignment. Leave the assessment rubric and headings as part of the assignment as feedback will be provided using the rubric and headings. **You need to add your name and student number to the cover page, and then rename the file using the format and names noted below**.

<u>File Naming Format</u>

Save your documents using the format, assignment names, and spacing listed below. Please follow the provided format and spell each assignment as it is in the example. Color has been provided only to clarify the three components of course and semester, assignment, and student name; it is understood that your saved assignment will not be in color. Your saved assignment should contain the following information in the order provided in the example for the student Jerri Smith.

EDLD 551 Sp23 Assignment [Your Last Name] [Your First Initial]

Example for Jerri Smith:
1 EDLD 551 Sp23 Def Curr Smith J
2 EDLD 551 Sp23 Interv Smith J
3 EDLD 551 Sp23 Phil Curr Smith-J
4 EDLD 551 Sp23 Found Smith-J

ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC

Definition of Curriculum Paper

Articulate your personal definition of curriculum and then explain and support the major components of your definition with scholarly citations. **(2 page maximum without cover page, assessment rubric, and references)**

Definition of Curriculum Assessment Rubric

	Exemplary	Acceptable	Unacceptable	Total
	4 Points	3 Points	2-0 Points	10 Points
Personal Definition of Curriculum	Definition is comprehensive, and clearly articulated	Definition is provided, and/or limited in scope	Definition is brief and/or weak, limited in scope	
	3 Points	2 Points	1-0 Points	
Major Components Explained	Components explained with detail and depth	Components somewhat explained	Components lacking in detail and/or depth	
	2 Points	1 Point	0 Points	
Major Components Supported	Components thoroughly supported with citations	Components somewhat supported with citations	Components lacking supporting citations	
		1 Point	0 Points	
Mechanics and APA		APA format is followed with detail and mechanical errors do not detract from the paper	APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper	

Curriculum Leadership Interview Paper

This assignment requires the student to interview a curriculum leader. **The curriculum leader should have formal responsibilities in the area of curriculum development, implementation, and assessment**. Using the course text as a guide, construct 8-10 interview questions covering the spectrum of curriculum leadership (Development, Support, Assessment, Challenges, Philosophy, etc.). Using notes from the interview, write up what you have learned highlighting information that was surprising to you. This paper should <u>not</u> be a listing of interview questions and answers but rather a paper synthesizing what you learned from the interview. Include the interview questions at the end of this paper. **(5 page maximum, without cover page, assessment rubric, references, and not including interview questions)**

Curriculum Leadership Interview Assessment Rubric

	Exemplary	Acceptable	Unacceptable	Total
	8 Points	7-6 Points	5-0 Points	20 Points
Interview Synthesized	Interview appears to have been comprehensive and information synthesized	Interview appears to have been brief and synthesis is limited	Interview appears to have been very brief and/or does not synthesize information	
	6 Points	5-4 Points	3-0 Points	
Spectrum of Curriculum Leadership Covered	Interview covers the broad spectrum of curriculum leadership	Interview addresses the majority of issues within curriculum leadership	Interview fails address the majority of issues within curriculum leadership	
	4 Points	3-2 Points	1-0 Points	
Interview Information Highlight	New or surprising information highlighted	New or surprising information briefly addressed	New or surprising information not highlighted	
		1 Point	0 Points	
Interview Questions Included		Questions included	Questions not included	
		1 Point	0 Points	
Mechanics and APA		APA format is followed with detail and mechanical errors do not detract from the paper	APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper	

Philosophy of Curriculum Leadership Paper

This paper should articulate your definition and philosophy of curriculum leadership. Within this paper provide an overview of curriculum leadership and address the foundations of curriculum as they relate to your definition and philosophy. **(5 page maximum without cover page, assessment rubric, and references)**

Philosophy of Curriculum Leadership Paper Assessment Rubric

	Exemplary	Acceptable	Unacceptable	Total
	4 Points	3 Points	2-0 Points	30 Points
Definition of Curriculum Leadership	Definition fully articulated	Definition somewhat noted	Definition is weak and/or briefly stated	
	4 Points	3 Points	2-0 Points	
Philosophy of Curriculum Leadership	Philosophy fully articulated	Philosophy somewhat articulated	Philosophy is weak and/or briefly stated	
	5 Points	4-3 Points	2-0 Points	
Overview of Curriculum Leadership	Comprehensive overview provided including various responsibilities of the curriculum leader	Overview provided	Limited or no overview provided	
	6 Points	5-4 Points	3-0 Points	
Foundations of Curriculum including Components of the Curriculum (pp. 18-21)	Foundations of curriculum fully articulated noting all seven components of the curriculum	Foundations of curriculum noted addressing a majority of the seven components of the curriculum	Foundations of curriculum and the seven components of the curriculum somewhat or not noted	
		1 Point	0 Points	
Mechanics and APA		APA format is followed with detail and mechanical errors do not detract from the paper	APA format is only partially followed and/or there are numerous mechanical errors that detract from the paper	

<u>Foundations of Curriculum Leadership Paper</u>

This is the benchmark assignment for this course and, as such, is a demonstration of your understanding of curriculum leadership and its various components including, (a) definition of curriculum leadership, (b) philosophy of curriculum leadership, (c) theories and research pertaining to curriculum and curriculum leadership, (d) the process of curriculum development, (e) curriculum management, and (f) curriculum leadership regarding current trends in curriculum. **(10 page maximum without cover page, assessment rubric, and references)**

Foundations of Curriculum Leadership Paper Components:

Introduction. In one or two paragraphs, describe what is in the paper.

Definition of Curriculum Leadership. This section should come from the Definition of Curriculum Leadership Paper written earlier in the course. (condensed from previous paper)

Philosophy of Curriculum Leadership. This section should come from the Philosophy of Curriculum Leadership Paper written earlier in the course. (condensed from previous paper)

Theory and Research on Curriculum and Curriculum Leadership. This section has three components.
- Review of curriculum theories (Ch. 3, p. 73)
- Provides and supports a definition of "scientifically based methods" (on your own)
- Articulates leadership in curriculum theory

Curriculum Process. This section has three components.
- Brief description of the history and Process of curriculum development (Ch. 2)
- Articulation of an accepted process for developing curricula and who should be on the curriculum development committee (Ch. 5 & 8)
- Leadership considerations when making curricular changes (Ch. 6 & 9)

Curriculum Management. The curriculum management section of this paper addresses the curriculum leader's role in supervising:
- teachers and materials (Ch. 9)
- curriculum development (Ch. 8 & 10)
- implementing the curriculum (Ch. 10)
- Aligning the curriculum (describing vertical and horizontal alignment) (Ch. 11)
- evaluating the curriculum (Ch. 12)

Curriculum Leadership in the Current Trends in Curriculum. This section of the paper requires an examination of curricular trends in one of three areas:
- specific subject area (Ch. 13), or
- cross curricula Ch. 14), or
- individualizing the curricula (Ch. 15).

Summary. In one or two paragraphs, summarize the contents of the paper.

Foundations of Curriculum Leadership Paper Assessment Rubric

	Exemplary 5 Points	Acceptable 4 Points	Unacceptable 3 - 0 Points	Total 35 Points
Definition of Curriculum Leadership	The student clearly exhibits outstanding ability to articulate a definition of leadership and apply it to appropriate practices in order to improve educational outcomes of all students in a school.	The student clearly exhibits an ability to articulate a definition of leadership and apply it to appropriate practices in order to improve educational outcomes of all students in a school.	The student does not clearly exhibit outstanding ability to articulate a definition of leadership and apply it to appropriate practices in order to improve educational outcomes of all students in a school.	
Philosophy of Curriculum Leadership	The student is highly adept at creatively articulating his/her philosophy of curriculum leadership. An overview of curriculum leadership along with the essential elements of curriculum foundations needs to be included.	The student is adept at creatively articulating his/her philosophy of curriculum leadership. An overview of curriculum leadership along with the essential elements of curriculum foundations needs to be included.	The student is not highly adept at creatively articulating his/her philosophy of curriculum leadership. An overview of curriculum leadership along with the essential elements of curriculum foundations needs to be included.	

Theory and Research on Curriculum and Curriculum Leadership	The student includes a detailed review of curriculum theory, curriculum research, and leadership in curriculum theory. The student will also identify a definition of "scientifically based methods."	The student includes a review of curriculum theory, curriculum research, and leadership in curriculum theory. The student will also identify a definition of "scientifically based methods."	The student does not include a review of curriculum theory, curriculum research, and leadership in curriculum theory. The student does not identify a definition of "scientifically based methods."	
Curriculum Processes	The student demonstrates an impressive depth of knowledge and synthesis in articulating the history and process of curriculum development for both scholars and practitioners. The student also demonstrates an impressive depth of understanding needed in leaders to make curricular changes.	The student demonstrates a depth of knowledge and synthesis in articulating the history and process of curriculum development for both scholars and practitioners. The student also demonstrates a depth of understanding needed in leaders to make curricular changes.	The student fails to demonstrate a depth of knowledge and synthesis in articulating the history and process of curriculum development for both scholars and practitioners. The student also fails to demonstrate a depth of understanding needed in leaders to make curricular changes.	

Curriculum Management	The student clearly states a detailed comprehensive plan for supervising the curriculum (both teachers and materials), developing and implementing curriculum, aligning the curriculum (both vertically and horizontally), and evaluating the curriculum.	The student clearly states a comprehensive plan for supervising the curriculum (both teachers and materials), developing and implementing curriculum, aligning the curriculum (both vertically and horizontally), and evaluating the curriculum.	The student does not clearly state a comprehensive plan for supervising the curriculum (both teachers and materials), developing and implementing curriculum, aligning the curriculum (both vertically and horizontally), and evaluating the curriculum.	
Curriculum Leadership in the Current Trends in Curriculum	The student includes a detailed examination of trends in the subject areas, across the curriculum or individualizing the curriculum. This could include needs of special learners, global curriculum, multicultural education, or current research in neuroscience.	The student includes an examination of trends in the subject areas, across the curriculum or individualizing the curriculum. This could include needs of special learners, global curriculum, multicultural education, or current research in neuroscience.	The student does not include an examination of trends in the subject areas, across the curriculum or individualizing the curriculum. This could include needs of special learners, global curriculum, multicultural education, or current research in neuroscience.	
Mechanics and Citations	The student follows APA format with very few mechanical errors. The student makes appropriate citations thorough out the paper.	The student follows APA format and mechanical errors do not detract from the paper. The student makes appropriate citations thorough out the paper.	The student partially follows APA format and mechanical errors detract from the paper. The student does not make appropriate citations thorough out the paper.	

Appendix A

Professional Standards for Student Performance

Graduate students in the Department of Educational Leadership at
the University of Montana are expected to:

1. Demonstrate professional vision in the practice of educational administration

2. Accept responsibility and accountability for class assignments in their role as members of the class

3. Demonstrate growth during the period of their graduate career

4. Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives

5. Demonstrate imagination and originality in the discussion of educational leadership issues

6. Understand the relationship between theory and practice and the value of reflective leadership

7. Demonstrate a moral, humanistic, ethical and caring attitude toward others

8. Demonstrate an ability to build trust and positive relationships with others

9. Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions

10. Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor

11. Demonstrate an ability to express himself/herself well in speech and writing, and

12. Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

Appendix B
Accreditation Information

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

CF1   *Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

CF2   *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*

CF3   *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of The University of Montana-Missoula and the Phyllis J. Washington College of Education. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

The University of Montana-Missoula Mission

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with

international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

Phyllis J. Washington College of Education

The Phyllis J. Washington College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission

We empower individuals to challenge the future.
By:
- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The PEPP Standards are used to guide courses in Educational Leadership.

Montana Professional Educator Preparation Program Standards (PEPPS)

10.58.705 School Principals, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and:

(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;

(ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change

theory, and use professional leadership behaviors including self-awareness and reflective practice;

(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and

(iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaption;

(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;

(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;

(iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;

(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and

(v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:

(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;

(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and

(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:

(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;

(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and

(iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:

(i) ensure a system of accountability for every student's academic, social, and emotional success;

(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;

(iii) safeguard the values of democracy, equity, and diversity; and

(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources.

Appendix C

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