

## EDAD 5311: Curriculum Renewal

The University of Texas at El Paso  
College of Education  
Department of Educational Leadership and Foundations

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**Office Hours:** Wednesday 3pm-5pm, Tuesday 3pm-4pm (in person or via skype) or by appointment.

**Course Description:** This course introduces and explores the basic dimensions of curriculum theory, policy, and practice as these interact, affect, and are influenced by the social context and the school setting. The course engages with current pedagogical, theoretical, legislative, and field-based issues relevant to curriculum renewal from a school administrative perspective.

**Course Objectives:** The instructional processes used in the course will include lecture, group discussion, online assignments, problem-based learning projects, individual projects, analyses of readings, individual presentations, and group activities. At the completion of this course, students will:

1. Analyze curriculum theories, leadership theories, and exemplary practices to facilitate the design and implementation of strategic plans that enhance student learning through the alignment of curriculum, curriculum resources, and assessments.
2. Critically examine the impact of school leadership and curriculum design on historically marginalized student groups.
3. Understand the current federal, state, and local policy context surrounding curriculum development and curriculum leadership.
4. Identify challenges associated with implementing curricular reforms and appropriate leadership responses and actions to overcome those challenges.

**Required Text:** Ornstein, A.C., Pajak, E.F., & Ornstein, S.B. (2015). *Contemporary Issues in Curriculum* (6<sup>th</sup> ed.). Boston, MA: Pearson.

**Professional Standards for Principal Preparation:** This course incorporates the standards developed by the State Board for Educator Certification (SBEC). In addition, this course address standards from the Interstate School Leaders Licensure Consortium (ISLLC, 2008) and learning competencies associated with domains provided in the Texas Examinations of Educator Standards (TEXES) Principal (068) Test.

Educational Leadership Policy Standards: ISLLC 2008—*Competencies associated with Standard 2: Developing a School Culture and Instructional Program Conducive to Student Learning and Staff Professional Development*. The six ISLLC (Interstate School Leaders Licensure

Consortium) standards may be found at:

[http://www.ccsso.org/Documents/2008/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf)

Texas Examinations of Educator Standards: *Domain II Instructional Leadership, Competency 004 Design and Implementation of Curricula and Strategic Plans*. Standards may be found at:

[http://texes.ets.org/assets/pdf/testprep\\_manuals/068\\_principal\\_82762\\_web.pdf](http://texes.ets.org/assets/pdf/testprep_manuals/068_principal_82762_web.pdf)

**Tentative Course Schedule:** Readings may be revised over the course of the semester to better fit student interests and areas of need.

**Effective Electronic Communications:** It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance. For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself). More information on Netiquette, the etiquette of Internet communication, can be found at [www.albion.com/netiquette](http://www.albion.com/netiquette).

**Technical Information and Support:** The University of Texas at El Paso offers complete technical information and help desk support at: <http://issweb.utep.edu/techsupport/>.

**Scholastic Integrity:** Please refer to the UTEP's Policy outlined in the 2006-2008 Graduate Catalog, page 44. <http://www.utep.edu/catalogs/2006/2006-2008GRAD.pdf#index>.

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking

an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of the Dean of Student Affairs may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

**Academic Dishonesty Statement:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

**Disabled Student Statement:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the DSSO website at [www.utep.edu/dsso](http://www.utep.edu/dsso) or the DSSO office in Room 108 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

## Course Map and Agenda

### Readings Subject to Change

Wk	Topic(s)	Readings	Items Due/Project Time
1 (1/21)	Course Introduction Student Developed Definitions	<ul style="list-style-type: none"> <li>• Readings provided for class will be provided</li> </ul>	N/A
2 (1/28)	Purposes of Education	<ul style="list-style-type: none"> <li>• Course Text: Chapters 1-4 (p. 1-37)</li> </ul>	Book Club (30mins) CLP (30mins)
3 (2/4)	Policy Context of Curriculum (Federal, state, and local): Discussion of the current federal education policy related to curriculum and assessment, including issues related to the Common Core and national standards associated with school leadership.	<ul style="list-style-type: none"> <li>• Course Text: Chapter 5 (p.38-43)</li> <li>• Texas Law Packet</li> <li>• Supovitz, J. (2009). Can high stakes testing leverage educational improvement? Prospects from the last decade of testing and accountability reform. <i>Journal of Educational Change</i>, 10(2-3), 211-227.</li> </ul>	Book Club (30mins) CLP (30mins)
4 (2/11)	Library: Policy Context of Curriculum (Federal, state, and local): Discussion of federal policy related to students with disabilities and English language learners. This discussion will discuss student characteristics, educational outcomes, and expectations for school leaders. Then, a discussion on Texas will cover Texas curriculum and assessment policies and Texas school leadership standards.	<ul style="list-style-type: none"> <li>• Guest Speaker: EPISD Director of Curriculum and Instruction</li> <li>• Craig, C. J. (2009). The contested classroom space: A decade of lived educational policy in Texas schools. <i>American Educational Research Journal</i>, 46(4), 1034</li> <li>• Course Text: Chapter 6-7 (p. 48-68)</li> </ul>	CLP (30mins)

5 (2/18)	Curriculum Theory: A theoretical discussion on various curriculum definitions and an analysis of different perspectives on curriculum. Students will apply these theories to current Texas curriculum guides to examine their own teaching practices and the expectations they might have as school leaders.	<ul style="list-style-type: none"> <li>• Course Text Reading: Chapter 8 (p. 69-87)</li> <li>• Young, Michael. "Overcoming the crisis in curriculum theory: a knowledge-based approach." <i>Journal of Curriculum Studies</i> 45.2 (2013): 101-118. <b>Read pages 101-103 only</b></li> <li>• Gardner, H. (2014). Probing more deeply into the theory of multiple intelligences. In F.W. Parkay, E.J. Anctil, &amp; G. Hass (Eds.), <i>Curriculum leadership: Readings for developing quality educational programs</i> (3<sup>rd</sup> ed.), (pp. 246-250). Upper Saddle River, NJ: Pearson.</li> </ul>	Due: Section 1 of Curriculum Essay  Book Club (30mins)  Child Stud Debrief
6 (2/25)	Online: Curriculum Theory and Multiculturalism: An online activity to become more familiar with TEA curriculum expectations, tools, and resources. Additional online activities to examine multicultural aspects of curriculum development.	<ul style="list-style-type: none"> <li>• Course Text: Chapter 9-10 (p. 89-111)</li> </ul>	
7 (3/4)	Library: Curriculum Theory and Multiculturalism: In-class readings and a critical discussion on how the work of Freire and others might apply to curriculum in the state of Texas and the US-Mexico borderlands.	<ul style="list-style-type: none"> <li>• Freire, P. (2006). <i>Pedagogy of the Oppressed</i>. Chapter 1. (Read second time to increase understanding)</li> </ul>	Book Club (30mins)
(3/11)		SPRING BREAK	
8 (3/18)	Online: Social Justice in Education and Leadership (CIES)	<ul style="list-style-type: none"> <li>• DeMatthews, D., &amp; Mawhinney, H. (2014). Social Justice Leadership and Inclusion Exploring Challenges in an Urban District Struggling to Address Inequities. <i>Educational Administration Quarterly</i>, 0013161X13514440.</li> </ul>	Due: Section 2 of Curriculum Essay
9 (3/25)	School Leadership Theories/ Research	<ul style="list-style-type: none"> <li>• Course Text Readings: Chapter 11-12 (p. 112-132)</li> <li>• DeMatthews, D. E. (2014). How to Improve Curriculum Leadership: Integrating Leadership Theory and Management Strategies. <i>The Clearing House: A Journal of Educational Strategies, Issues and Ideas</i>, 87(5), 192-196.</li> <li>• Select one below:</li> </ul>	Book Club (30mins) CLP (30mins) Class Study Debrief

		<ul style="list-style-type: none"> <li>○ Byrne-Jiménez, M., &amp; Orr, M. T. (2012). Thinking in Three Dimensions Leadership for Capacity Building, Sustainability, and Succession. <i>Journal of Cases in Educational Leadership</i>, 15(3), 33-46.</li> <li>○ Donaldson, M. L., Cobb, C. D., &amp; Mayer, A. P. (2010). Contested Terrain: Principal and Teacher Leadership at Grove Street Elementary School. <i>Journal of Cases in Educational Leadership</i>, 13(2), 29-38.</li> </ul>	
10 (4/1)	Online: The Research Says		
11 (4/8)	Professional Learning Communities	<ul style="list-style-type: none"> <li>● DeMatthews, D. E. (2014). Principal and Teacher Collaboration: An Exploration of Distributed Leadership in Professional Learning Communities. <i>IJELM-International Journal of Educational Leadership and Management</i>, 2(2), 176-206.</li> <li>● Student selected reading to be shared</li> </ul>	Draft CL project Book Club (30mins)
12 (4/15)	Response to Intervention	<ul style="list-style-type: none"> <li>● Reynolds, C. R., &amp; Shaywitz, S. E. (2009). Response to Intervention: Ready or not? Or, from wait-to-fail to watch-them-fail. <i>School Psychology Quarterly</i>, 24(2), 130.</li> </ul>	Due: Final Draft of Curriculum Essay
13 (4/22)	No Class		
14 (4/29)	Special Topics	<ul style="list-style-type: none"> <li>● Guest Speakers: Principals Panel</li> </ul>	Book Club (30mins)
15 (5/6)	Curriculum Leadership Presentations	<ul style="list-style-type: none"> <li>● 6 Tips of Effective Leaders: <a href="http://www.huffingtonpost.com/ron-culberson-msw-csp/leadership-tips_b_3725686.html">http://www.huffingtonpost.com/ron-culberson-msw-csp/leadership-tips_b_3725686.html</a></li> <li>● Five Traps Effective Leaders Avoid: <a href="http://www.linkedin.com/today/post/article/20130613154406-37102839-five-traps-effective-leaders-avoid">http://www.linkedin.com/today/post/article/20130613154406-37102839-five-traps-effective-leaders-avoid</a></li> </ul>	Curriculum Leadership Presentation  Book Club (30mins)

## Course Assessments Overview:

A= 92-100; B=91-80; C=79-70; F=69 and below

Title	Description	Score
Late Policy: Any assignment that is late less than one day will result in 15% loss of credit. Students will not receive any credit for assignments that are submitted one day late.		
Class Participation	Attendance is mandatory and will be taken at the start of each class. Active and engaged participant in face-to-face dialogue, discussion in both small and large groups, online activities, and discussion board. This includes online lesson assignments. This also includes responding to weekly Twitter posts (1 time per week minimum) and bring in prepared documents for child study and class study discussions.	15 points
Chapter/ Article Presentation	On the assigned presentation date the student will submit a one-page summary of the article to the instructor at the beginning of the class and should include an APA style reference for the article. Then, the student will present for 10-15 minutes on the article. The presentation will include a succinct summary of the article, highlight 1-3 key quotes, and allow time for posing questions and a discussion with the class.	10 points
Teaching Strategy Presentation	This assignment is a 10-15 minute oral presentation. The purpose of this assignment is to provide a brief professional development session for teachers looking to build their skillset. The student will introduce a lesson plan for one class period. The student will broadly discuss the grade level, class subject, and state standards that are correlated with the lesson. Then, the student will briefly discuss an outline of the lesson. Next, the student will present and/or model a specific effective teaching strategy that can be used to engage a diverse group of learners. Finally, the student will share how this specific teaching strategy can be applied to other classrooms, different student groups, and other subjects.	10 points
Curriculum Essay	A 5-7 page, APA style research paper <b>submitted electronically</b> . The paper must be in 3 sections: 1) identification and description of curriculum theories; 2) current curriculum education policy context in the United States and Texas; and 3) a discussion on what curriculum leadership means to the student. In addition, the paper should have a brief introduction that briefly describes each section and a conclusion that highlights key points from each section. <b>Students are encouraged to write sections of the paper in advance and submit for feedback. Students are also encouraged to take advantage of UTEP's University Writing Center: <a href="http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter">http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter</a></b>	25 points
Curriculum Leadership Plan	The presentation will be conducted as a role-play scenario. The scenario will be the pre-service week of school. Students will develop and present a Curriculum Leadership Plan to a school staff. The presentation will include: a) A vision for teaching and learning (from a systems perspective); b) a description of the plan, examples of specific curriculum and instruction leadership actions, and a fully developed school year calendar with meeting dates; and c) a detailed explanation of one specific policy, strategy, or intervention that will be utilized throughout the school year.	25 points
Book Club	Students will facilitate a book club throughout the course of the class. During Week 2, students	15

	will set ground rules for book club and set a schedule for who will lead the book club each class session. Each student is expected to lead the book club at least once over the course of the semester.	points
LinkedIn Extra Credit	Students create a LinkedIn profile that includes job information, photo, and other general information (1pt). The entire class will receive 3 extra credit points if all students create a complete profile and are connected to each other. Use this link for information on how to start your LinkedIn profile: <a href="http://www.wikihow.com/Create-an-Account-on-LinkedIn">http://www.wikihow.com/Create-an-Account-on-LinkedIn</a>	1-3 points