



TEXAS A&M UNIVERSITY- SAN ANTONIO

Instructors:

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Course Credit: 3 Hours Graduate Credit

Fall 2024 EDAD 5302

Elementary and Secondary Curriculum

Dates: 8/26/24-10/14/24

Class Times: Mondays 5:30-8:15 PM

Office hours: Mondays 4:00-5:30/By Appointment

Course Description

CATALOGUE DESCRIPTION: This course will prepare school leaders in the analysis of theoretical structures underlying curriculum development, implementation and evaluation. In this course, students will peruse varying perspectives on curriculum development, implementation, and evaluation of curriculum.

REQUIRED TEXTBOOK:

Henson, K.T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform (5th ed). IL: Wavelength Press, Inc

Classes will be held in person starting at 5:30 PM at North East ISD Community Education Center 8750 Tesoro Drive, San Antonio, TX 78217

STUDENT LEARNING OUTCOMES:

On completion of this course, students will be able to:

1. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice
2. Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth
3. Develop and extend knowledge to the current curricular and instructional issues which require a principal's support, guidance, and assistance as others work to improve and enhance the delivery of the curriculum.
4. Facilitate the implementation of sound, research-based instruction strategies, decisions, and programs that enhance teaching and learning and ensure alignment of curriculum, instruction, resources, and assessment.

Standards for Principal Certification (TAC RULE §241.15, August 2016)

- (a) Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:
- (b) School culture (1-13)
- (c) Leading Learning (1-11)

School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;

- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

This course also meets Educational Leadership Constituent Council (**ELCC**) **Standard 3:**
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.