

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM: EDUCATION

1. **Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

EDPL 610 FOUNDATIONS OF CURRICULUM, INSTRUCTION, AND ASSESSMENT (3).

Three hours lecture/discussion per week.

Prerequisite: Admission to the Principals Leadership Program.

Theories for design of curriculum, instruction and assessment in an inclusive school environment will be addressed. Topics include standards based curriculum, differentiated instruction, using assessment data to design on-going instruction at the classroom level, dynamics of the curriculum change process. Course results in the development of a deep and internalized understanding of effective teaching, learning and assessment for all students including English Language Learners and students with special needs.

2. **Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>20</u>
Seminar			
Laboratory			
Activity			

3. **Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course in the Principals Leadership Program and meets the California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

Students who successfully complete this course will be able to:

- Apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs.
- Apply knowledge of diverse learning styles and differentiated instructional strategies that address the needs of all students.
- Use research and site based data to design, implement, support evaluate and improve instructional programs.
- Guide and support staff in long-term professional development relative to state-adopted academic performance standards for students.
- Use multiple measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and subgroups of students.
- Utilize technology to develop, manage, and evaluate data to improve student achievement.
- Assess and use appropriate resources and strategies for addressing language diversity with particular emphasis on communicating with families whose primary home language is other than English.
- Facilitate the development a of shared vision for the achievement of all students based upon data from multiple measures.

- Support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
- Coordinate the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students.
- Use reflection as a tool for professional growth.

4. Is this a General Education Course YES NO
If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- Introduction: review of course requirements
- Curriculum, instruction and assessment defined: models of the relationship
- Principles of curriculum development
- History of curriculum development
- State and national reform movements (1960's to present)
- California content standards and frameworks
- California standards for the teaching profession
- Standards based instruction
- Collection and multiple measures of student achievement
- Interpretations of use of data to increase student achievement
- Program evaluation design for school-wide improvement
- Universal access to the curriculum: using research based differentiated instructional strategies
- Use data to developing professional development plans for teachers
- Review of technology programs to support curriculum, instruction and assessment
- Curriculum Audit
- Community resources and outreach
- Future trends in curriculum, instruction, and assessment
- Final examination and class closure

6. **References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Oliva, Peter F. (2001) *Developing the Curriculum*, Addison Wesley, Longman
 Glatthorn, Allan. (2000) *The Principal as Curriculum Leader, Shaping What is Taught and Tested*. Thousand Oaks, CA: Corwin Press.
 Schmoker, Mike (1999) *Results*. Alexandria VA: ASCD
 Lambert, Linda (2003) *Leadership Capacity for Lasting School Improvement*. Alexandria, VA: ASCD.
 Marzano, Robert J. & Kendall, John S. (1996) *A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms*. Alexandria, VA: ASCD and Aurora, CO: McREL

7. **List Faculty Qualified to Teach This Course.**

Current Education Faculty