

**UNIVERSITY OF ST. FRANCIS**  
**COLLEGE OF EDUCATION**  
Joliet, Illinois



- Understanding Students
- Serving the Community
- Finding Our Professional Selves

*"The mission of the College of Education at the University of St. Francis is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders. "*

**Course Information:**

**Course:** Organization & Development of Curriculum  
**Course/Section Number:** MSED 645  
**Semester Year:** Fall Session II 2007  
**Meeting Times & Dates:** 4:30 – 8:30 P.M. Mondays, October 15 – December 3, 2007  
**Location/Cohort:** Twin Oaks Campus – Twin Oaks 10 Cohort  
**Prerequisite for Course:** Permission of program coordinator  
**Texts and Required Reading:**

Sowell, E. (2005). *Curriculum: An Integrative Introduction* (3rd ed.). Pearson Upper Saddle River, NJ  
Jacobs, H. (1997) *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*. ASCD. Alexandria, VA.

**Instructor Information:**

**Name:** Dr. Stephen F. Midlock  
**Office Hours:** Mondays & Thursdays - 9 A.M. until 12 noon – for the present term.  
**Telephone Numbers:** 815-740-3500 (office) 815-727-3241 (home) NOTE: unless you phone during office hours, please call me at home.  
**Email Address:** smidlock@stfrancis.edu  
**Fax Number:** 815-730-4721

**Course Description:**

This course focuses on the foundations, principles and issues of curriculum through a variety of philosophies and theories. Candidates are enabled to make informed decisions in the development, design and evaluation of elementary and secondary educational programs.

**Overview:**

This course provides a review of the philosophical, historical, psychological and social foundations, principles and issues of curriculum. Foundations are the areas of study outside curriculum that affect the field. Principles refer to the means and methods used in reflecting about the totality of curriculum and for developing, designing, implementing and evaluating curriculum. Issues address the theories and trends that influence the field, including national and state reform movements. Through a study of theory and practice, a balanced approach to the study of organization and development of curriculum is explored. Students are encouraged to professionally formulate their own views and values on curriculum foundations, principles and issues as they reflect upon their own practices.

**Major Topics:**

- Curriculum and its Relationship to Instruction
- Curriculum Decision Making
- Curriculum Organization (Scope & Sequence, Mapping, Vertical & Horizontal Planning)
- Curriculum Mapping
- Curriculum to Meet the Needs of a Diverse Society and Culture
- Curriculum at the Local, State, National, and Societal Levels

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### Major Topics Continued:

- Standards-Based Curriculum
- Curriculum Revision and Textbook Adoption Processes
- Evaluation of the Curriculum
- The Leadership and Curriculum
- The Written Curriculum, the Taught Curriculum, and the Assessed Curriculum

### Program Goals:

Courses in the Educational Leadership Program ensure student mastery of the ELCC Standards:

Standard One – Facilitating a Vision of Learning

Standard Two – School Culture and Instructional Program

Standard Three – Management

Standard Four – Collaboration with Families and Communities

Standard 5 – Acting with Integrity, Fairness, and in an Ethical Manner

Standard 6 – Political, Social, Economic, Legal and Cultural Context.

In the practice of Educational Leadership, there is much overlap among the standards. For the course MSED 645, the embedded assessment ensures student mastery of the following **ELCC Standards – Elements:**

- Provide Effective Instructional Program (2.2a)
- Apply Best Practice to Student Learning (2.3a)
- Manage Resources (3.3b)

The course goals also are aligned with the knowledge indicators for principals the 23 IL Administrative Code, Section 29.120.

#### Conceptual Framework:

##### **Understanding Our Students:**

- Candidates will understand the continuum of student's growth and development (2B).
- Candidates will understand curriculum design, implementation, evaluation, and refinement (2E).
- Candidates understand principles and issues relating to school facilities and use of space (3F).
- Candidates will recognize the role of technology in promoting students' learning (2L).

##### **Serving the Community:**

- Candidates will recognize emerging issues and trends that potentially affect the school community (4A).
- Candidates have knowledge of community resources (4D).
- Candidates understand the values and challenges of the diverse community (5C).

##### **Finding Our Professional Selves:**

- Candidates recognize the role of technology in promoting students' learning and in professional growth (2L).
- Candidates recognize the role of technology in promoting professional growth (2L).
- Candidates will be aware of professional code of ethics (5D).

### Outcomes:

The outcomes are aligned with the performance indicators for principals in the 23 IL Administrative Code, Section 29.120.

1. Candidates will solicit and use financial, human, and material resources to support the implementation of the school's mission and goals (1K).
2. Candidates will design curricula with consideration for philosophical, sociological, and historical foundations, democratic values and the community's values, goals, societal needs, and changing conditions (1H).
3. Candidates create an environment where all individuals are treated with fairness, dignity, and respect (2R).
4. Candidates will develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice (2V).

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5. Candidates will develop collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific needs of students, considering gender, ethnicity, culture, social class, and exceptionalities (2W).
6. Candidates will assess students' progress using a variety of appropriate techniques (2Y).
7. Candidates will base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates (2Z).
8. Candidates will align curricular goals and objectives with the Illinois Learning Standards (2AA).
9. Candidates will facilitate the design, implementation, and evaluation of curricular, co-curricular, and extracurricular programs for continuous improvement (2BB).
10. Candidates will use technology, telecommunications, and information systems to enrich curriculum and instruction (2KK).
11. Promotes an environment where all individuals are treated with fairness, dignity, and respect (2R)
12. Candidates will manifest a professional code of ethics and values (5F).
13. Candidates will treat people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others (5J).
14. Candidates will encourage others in the school community to demonstrate integrity and exercise ethical behavior (5K).

### Methods of Instruction:

This course is predicated on active learning. Emphasis is placed on critical thinking and problem solving as students develop and refine the thinking and decision-making skills required of educators. The course will model many diverse teaching strategies (e.g. interactive discussion, cooperative learning, multimedia presentations, small and large group discussions, etc.), incorporate appropriate performance assessments, address issues of diversity and integrate technology. Candidates are encouraged to reflect on, not only the content of the course, but also the methods used and how they might be applied in other educational contexts.

The class participation component of the course is based upon two principles. First, individuals learn best through active participation with other individuals and learning materials. Second, quality verbal skills are essential for educators. Both of these principles suggest that in order to maximize a student's educational experience, a high level of class participation is required. Consequently, all students are required to be prepared for and participate in class discussions and activities.

### Code of Professional Conduct:

The content of the Code has been recommended and approved by professional educators including teachers, administrators, and the COE assembly. The code is structured around the values adopted by the University of St. Francis in 1999 - Respect, Integrity, Service, and Compassion and is operationalized as follows:

- **Respect** should be actualized by consistent and prompt attendance, conscientious participation, active listening, and proper preparedness for class and assignments. Additionally, candidates are expected to exhibit positive responsiveness to constructive criticism.
- **Integrity** and a commitment to lifelong learning, should be demonstrated through intrinsic motivation, professional curiosity, and an initiative to seek assistance. These qualities will manifest themselves in candidates' academic integrity and accountability as well as in the professional appearance of their assignments.
- **Service** and a commitment to the academic community can be realized through cooperation in sharing professional ideas and tools.
- **Compassion** is to be actualized through the demonstration of intellectual empathy.

### Attendance:

Prompt attendance is expected at all class sessions. Planned lateness to class due to outside responsibilities is not acceptable. Class discussions, quizzes, and assignments may include content that is not covered in the text(s). Each individual candidate is responsible for obtaining materials or information that was missed due to absence. Missing one day of class from a four-hour class session would be missing 1/8 of a course as compared to missing 1/15 of a course in a regular semester and may affect a candidate's final grade. Missing one day of class from an eight-hour class session would be missing 1/5 of the course and may substantially affect a candidate's final grade. A candidate is expected to inform the instructor of any absence prior to the missed class session and complete any work that may be required. A candidate may be given make-up work at the discretion of the instructor.

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If a candidate knows before the start of a course that he/she will miss more than one class in an eight-week course or one day or more in a summer course, the candidate is required to contact Dr. June Grivetti, Program Coordinator, in order to reschedule the course.

### **Minimum Standards for Writing Style**

Unless expressly indicated by the instructor, all written assignments must (per APA, 5<sup>th</sup> ed.):

1. conform to Standard English conventions for spelling, punctuation, capitalization, and sentence and paragraph construction; writing must be free of spelling, grammatical and typographical errors;
2. include a title page (title of paper, candidate name, University of St. Francis, course name and date);
3. use standard margins (minimum 1 inch), line spacing (double, exceptions noted), and font type and size (Times Roman or Courier, 12 point);
4. include a page header (abbreviated title) and page number, upper right corner;
5. include an introduction, section headings, and a conclusion section when appropriate; and
6. include in-text citations and a corresponding reference list for all ideas/facts that are not the writer's.

**Course Evaluation:** Candidates are expected to demonstrate the skills relative to mastering the outcomes for this course. In addition to written assignments, participation in classroom activities, the action research project, and an oral presentation, candidates also are expected to demonstrate mastery through reflective writing that can be included in their portfolios. The NCATE scoring instrument will be used for the major project, paper, and presentation. The Rubric for Classroom Activities and Written Assignments (listed below) will be used for the written analysis of case studies. Students not earning an A or a 4/4 on the case studies will be expected to re-do the case studies until they earn a grade of 4/4 or A. Regarding participation in class discussions and activities, the delivery of this course is interactive. Candidates are expected to discuss and share ideas. Candidates not willingly expressing their views will be called upon to share. By the end of each class session, all candidates will have participated in the discussion. The appropriate rubric point values will be used to determine an average grade for classroom activities (case studies), the project grade, and the presentation grade.

### **Course Grade**

Case Studies/classroom activities	= 50%
Final Project Written Paper	= 25%
Final Project Presentation	= 25%

### **Grading Scale – Graduate Level:**

A	=	93 – 100%
B	=	85 – 92%
C	=	77 – 84%
F	=	less than 77%

While grades are one indicator of learning, candidates are expected to demonstrate the skills relative to mastering the outcomes for this course. In addition to written assignments, participation in classroom activities, the action research project, and an oral presentation are typical venues to demonstrate this mastery.

**Graduate Credit and Research:** All graduate courses in the College of Education are required to have an empirical action or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies. A traditional term paper consisting of describing and comparing existing research is not considered empirical research. The rubric listed below further defines the project and paper.

### **Components of the Curriculum Mapping Project – Embedded Assessment**

#### **Directions to Candidates:**

- **Curriculum Map**
  - Develop a curriculum map based on a content area that you have taught. You do not have to do a map for every subject that you teach; just pick one subject.

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- Span the term (semester, trimester, or year) as appropriate for their area.
- Include the following categories and alignment in the map: state learning standards, content and skills learned by the student, assessments, and a variety of resources. (ELCC 2.2a and 2.3b)
- **Paper**
  - Make the paper 6 to 8 pages in length and should follow APA (5<sup>th</sup> edition) guidelines.
  - Identify the strengths and weaknesses of curriculum mapping.
  - Explain how you would transfer what you have learned from the curriculum mapping experience into a future administrative setting. Ideas could be: recommendations of how to improve the curriculum mapping process already in place in your school, recommendations of how you would introduce curriculum mapping to your faculty, or recommendations of how you would use curriculum mapping to improve instruction, etc.
- **Presentation**
  - When presenting to your cohort colleagues, assume you are presenting your recommendations to the faculty.
  - Use PowerPoint or any other creative vehicle as deemed appropriate by the instructor.
  - Demonstrate your ability to assist their faculty in understanding and applying best practices for student learning. (ELCC 2.3a)

### Curriculum Mapping Assessment– Scoring Instrument

Performance Levels:

3 – Distinguished – Candidate exceeds expectations for standard or criteria

2 – Proficient – Candidate consistently meets expectations of the standard or criteria

1 – Satisfactory – (Minimally) – Candidate meets most of the standard expectations or criteria.

0 – Unsatisfactory – Candidate does not meet standard expectations or criteria, needs further development.

#### In completing the curriculum map, the Candidate will:

- *Demonstrate in the paper the ability to facilitate activities that apply principles of effective instruction to improve instructional practice and curricular materials. (ELCC 2.2a)*
- *Demonstrate in the presentation the ability to assist school personnel in understanding and applying best practices for student learning (ELCC 2.3a) (presentation)*
- *Creatively seek new resources to facilitate learning as demonstrated in the paper. . (ELCC 3.3b)*
- *Demonstrate in the curriculum map the relationship and alignment in state standards, content, skills, assessment and resources, also providing copies of the map for members of the class.*

#### In addition, in the mapping paper and presentation, the Candidate will:

- *Define curriculum mapping and the type of map used in the project.*
- *Identify the strengths and weaknesses of curriculum mapping and the curriculum map.*
- *Demonstrate how to transfer what has been learned from this project into a future administrative setting.*

#### Presentation:

- *The Candidate demonstrated full knowledge of the material.*
- *The Candidate presented information in a logical and easy to follow sequence.*
- *The Candidate made thorough use of visual aids in an effective manner.*

#### Formatting and Conventions:

Performance Levels:

3 – Use of conventions is correct in citing sources, APA style, grammar, spelling and punctuation.

2 – Use of conventions contains few minor errors in citing sources, APA style, grammar, spelling, and punctuation that do not affect meaning.

1 – Use of conventions contains several minor errors in citing sources, APA style, grammar, spelling and punctuation that do not affect meaning.

0 – Use of conventions contains major errors in citing sources, APA style, grammar, spelling, or punctuation that affect meaning.

**Rubric for Classroom Activities** (adapted from Robert Marzano's Rubrics for Achievement from A Handbook for Classroom Instruction That Works. McREL/IASCD 2001. *(Because Dr. Midlock has completed the year-long training in the use of McREL instructional strategies, permission to photocopy and use this rubric and other McREL instructional pieces has been granted by Salle Quackenboss, program consultant and instructor for McREL)*

F (0) The candidate did not do the task or activity.

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- D (1) The candidate did not meet the objectives of the task or activity.
- C (2) The candidate met a few of the objectives of the task or activity.
- B (3) The candidate met the objectives of the task or activity.
- A (4) The candidate exceeded the objectives of the task or activity.

**Case Studies** are used in this course to provide candidates with opportunities to solve administrative problems and issues related to the organization and development of curriculum. Candidates are expected to analyze the situations and to develop a bulleted plan of action as if they were the administrator in charge. Listed below are the case studies and the standards which they address. Each of the case studies is based on a true scenario.

- *Mosquito Unit (Standard 2)*
- *Math Curriculum Council (Standard 2)*
- *Life Skills Curriculum (Standard 3)*
- *Speech Teacher (Standard 3)*
- *Kindergarten Curriculum Revision (Standard 3)*
- *Evaluating the Reading Curriculum Revision (Standard 1)*
- *Selecting a New Reading Series (Standard 1)*
- *Middle School Philosophy (Standard 3)*

**Course Outline:**

Date/Week	Topics/Chapters	Assignments/Due Dates
Week 1	<p><b>Introduction to the course.</b>  <b>Essential Questions:</b>  <b>Curriculum, Instruction, and Learning –</b></p> <ul style="list-style-type: none"> <li>• How are they related?</li> <li>• What is their impact on teachers?</li> <li>• What is their impact on administrators?</li> <li>• How does one provide leadership through curriculum?</li> </ul> <p><b>What are the Levels of Curriculum?</b></p> <ul style="list-style-type: none"> <li>• Societal Level.</li> <li>• Institutional Level</li> <li>• Instructional Level</li> <li>• Experiential Level</li> </ul> <p><b>What impacts decision-making in curriculum?</b></p> <ul style="list-style-type: none"> <li>• Outcomes.</li> <li>• Test Scores.</li> <li>• National, State, and Local Influences</li> </ul> <p><b>What is the role of faculty, students, and parents in curriculum decisions?</b>  <b>Explanation of the Course Project – what are the expectations?</b></p>	<p>Due Week 2:            Read Chapters 1 &amp; 2 of Sowell            Case Study Analysis – <i>The Mosquito Unit (ELCC 2)</i></p>
Week 2	<p><b>The Organization of Curriculum</b>  <b>Essential Questions:</b>  <b>What is the Fenwick English Triangle?</b></p> <ul style="list-style-type: none"> <li>• Taught Curriculum</li> <li>• Written Curriculum</li> <li>• Assessed Curriculum</li> </ul> <p><b>What is your experience with curricular change facilitator styles?</b>  <b>What is the Purpose of Education?</b></p> <ul style="list-style-type: none"> <li>• Social Relevance Reconstruction</li> </ul>	<p>Due Week 3:            Read Chapters 3 &amp; 4 of Sowell            Read Chapter 1 of Jacobs            Case Study Analysis – <i>Math Curriculum Council (ELCC 2)</i>            Curriculum Mapping Project</p>

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	<ul style="list-style-type: none"> <li>• Self – Actualization</li> <li>• Development of Cognitive Processes</li> <li>• Use and Mastery of Technology</li> </ul> <p><b>How is curriculum organized?</b></p> <ul style="list-style-type: none"> <li>• Subject matter Designs             <ul style="list-style-type: none"> <li>○ Single Subject</li> <li>○ Correlated Subjects</li> <li>○ Broad Fields</li> <li>○ Interdisciplinary Integrated Studies</li> <li>○ Thematic Instruction</li> </ul> </li> <li>• Society-Cultured Based Designs             <ul style="list-style-type: none"> <li>○ Social Functions</li> </ul> </li> <li>• Learner-based Designs             <ul style="list-style-type: none"> <li>○ Organic</li> <li>○ Developmental</li> </ul> </li> <li>• Other Designs             <ul style="list-style-type: none"> <li>○ Technology</li> <li>○ School-to-Work</li> <li>○ Core</li> </ul> </li> <li>• Standards             <ul style="list-style-type: none"> <li>○ Knowledge</li> <li>○ Skills</li> <li>○ Process</li> <li>○ Minimal Competencies</li> <li>○ Core</li> <li>○ Expert</li> </ul> </li> </ul> <p><b>What is curriculum mapping?</b></p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Discussion</li> <li>• Continued Clarification of the Project</li> <li>• Samples</li> </ul>	
<p>Week 3</p>	<p><b>The Historical Influences of Society and Culture on Curriculum</b>  <i>Essential Questions:</i>  <b>What are some of the historical influences on curriculum?</b></p> <ul style="list-style-type: none"> <li>• What are the implications on us as Educational Leaders?</li> </ul> <p><b>What are some of the Different Meanings of the Word, "Curriculum?"</b>  <b>What are the Influences of Society and Culture on Curriculum?</b></p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Economy</li> <li>• Learner-based Design</li> <li>• Family and Child-Rearing</li> <li>• Religious Influences</li> <li>• The "Fit" between Curriculum and Community</li> </ul> <p><b>What is Curriculum Mapping?</b></p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Discussion</li> <li>• Continued Clarification of the Project</li> </ul>	<p>Due Week 4:            Read Chapter 5 of Sowell            Read Chapters 2 &amp; 3 of Jacobs            Case study analysis - <i>Life Skills Curriculum (ELCC 3)</i>            Curriculum Mapping Project</p>
<p>Week 4</p>	<p><b>Learners and Learning</b></p>	<p>Due Week 5:</p>

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	<p><b>Essential Questions:</b>  <b>What are the Influences of Curriculum on Student Learning?</b></p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Behavioral</li> <li>• Humanistic</li> <li>• What are the implications on us as curriculum leaders?</li> </ul> <p><b>What are the Influences of Atypical Developmental Patterns on Curriculum Development?</b></p> <ul style="list-style-type: none"> <li>• Giftedness</li> <li>• Mental Retardation</li> <li>• Learning Disabilities</li> <li>• Behavioral Problems</li> </ul> <p><b>What is Curriculum Mapping?</b></p> <ul style="list-style-type: none"> <li>• Clarification about the project</li> <li>• Guided work on the project</li> </ul>	<p>Read Chapter 6 of Sowell          Read Chapters 4 &amp; 5 of Jacobs          Case study analysis – <i>The Speech Teacher (ELCC 3)</i>          Curriculum Mapping Project</p>
<p>Week 5</p>	<p><b>Essential Questions:</b>  <b>How do you present a curriculum project to the Board, to a parents' advisory group, or to the faculty?</b>  <b>How do you begin a curriculum project?</b></p> <ul style="list-style-type: none"> <li>• Writing the introduction             <ul style="list-style-type: none"> <li>○ What is the purpose of the curriculum revision?</li> <li>○ How does it support the district-defined purpose of education?</li> <li>○ How does curriculum mapping fit into or support your curriculum revision?</li> </ul> </li> </ul> <p><b>How do you develop ownership on the part of students, faculty, and parents?</b></p> <ul style="list-style-type: none"> <li>• A simulation – <i>Selecting a New Reading Series (ELCC 1)</i></li> </ul> <p><b>What is Curriculum Mapping?</b></p> <ul style="list-style-type: none"> <li>• Clarification about the project</li> <li>• Guided work on the project</li> </ul>	<p>Due Week 6:          Read Chapter 7 of Sowell          Read Chapter 7 of Jacobs          Case Study Analysis - <i>Kindergarten Curriculum Revision (ELCC 3)</i>          Curriculum Mapping Project</p>
<p>Week 6</p>	<p><b>Textbooks and Related Materials</b>  <b>Essential Questions:</b>  <b>What are the steps of an effective textbook adoption process?</b>  <b>What do constituent groups expect of curriculum revisions and textbook adoptions?</b>  <b>What is the role of technology in curriculum revisions and textbook adoptions?</b>  <b>What is Curriculum Mapping?</b></p> <ul style="list-style-type: none"> <li>• Determination of the presentation schedule</li> <li>• Guided work on the project</li> </ul>	<p>Due Week 7:          Read Chapter 8 of Sowell          Case Study Analysis – <i>Reading Evaluation (ELCC 1)</i>          Curriculum Mapping Project</p>
<p>Week 7</p>	<p><b>Curriculum Organization and Development</b>  <b>Essential Questions:</b>  <b>What have you learned about curriculum planning, development, and implementation?</b>  <b>What have you learned about the external and internal</b></p>	<p>Due Week 8:          Read Chapters 9 &amp; 10 of Sowell          Curriculum Mapping Activity</p>

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	<p>influences on curriculum development?          What have you learned about curriculum proposals, revisions, and textbook adoptions?          What have you learned about creating ownership among constituent groups?          Curriculum Project Presentations</p>	
Week 8	<p><b>Tying Up Loose Ends</b>  <i>Essential Questions:</i>  <b>What is the difference between middle school philosophy and junior high philosophy as it impacts curriculum organization?</b></p> <ul style="list-style-type: none"> <li>• A case study – <i>Middle School vs. Junior High (ELCC 3)Philosophy</i></li> </ul> <p><b>Instructor Evaluation</b>          Curriculum Project Presentations</p>	

**Note:** This syllabus is intended to be a guide; actual activities and assignments may be altered to meet the needs of the candidates.

**Support Services:**

The University of St. Francis has a number of services available to its students, including academic, writing, computer and mathematics, including statistics and mathematics skills that are part of another course. Library services include a number of on-line services and full text databases. It is important to contact the professor or the university if you have particular needs.

In compliance with the American Disability Act (ADA) guidelines, the University of St. Francis will provide access or other reasonable assistance for students with recognized disabilities or who have any condition, either permanent or temporary, which might affect their ability to perform in this class.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Reasonable accommodations, as arranged through the disabilities coordinator, Pat Vivio, will be provided for students with documented disabilities. Contact 815-740-3204 in Tower Hall room S 210 to coordinate accommodations.

**Academic Honesty and Integrity Statement:**

Students have an obligation to exhibit honesty in carrying out their academic assignments. Students may be found to have violated this obligation if they plagiarize or cheat. Plagiarism is presenting the work of others as one's own; cheating is taking or accepting any illicit advantage for any course inside or outside of the classroom. See the University of St. Francis Catalog for further information and for information on grievance procedures.

**Bibliography:**

Apple, M. W. & Beane, J. A. (1995). *Democratic schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

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- Ornstein, A.C. & Hunkins, F. P. (2003). *Curriculum foundations, principles, and issues* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.
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- Schlechty, P. C. (1997). *Inventing better schools: An action plan for educational reform*. San Francisco: Josey-Bass, Inc.
- Schwahn, C. J. & Spady, W. G. (1998). *Total leaders: Applying the best future-focused change strategies to education*. Arlington, VA: American Association of School Administrators.
- Spady, W. (2001). *Beyond counterfeit reform: Forging an authentic future for all learners*. Lanham, MA: Scarecrow Education.
- Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Other materials will be used and referenced during the class.