EMS850 Curriculum for Leaders in Education  
Educational Leadership Department  
Eastern Kentucky University, College of Education  
(Master Syllabus Template)

A. DEPARTMENT & CREDITS: Educational Leadership: Three (3) Credits

Professor’s Information:
- Name:
- Email:
- Office Phone:
- Web:

B. COURSE DESCRIPTION: A course focusing on assisting teachers to define, plan, implement, and assess the P-12 Curricula. This course is designed for students pursuing programs in education leadership.

C. TEXT:
- Marzano What Works In Schools Translating Research Into Action
- Marzano, Pickering, & Pollock, Classroom Instruction that Works: Research Based Instruction for Increasing Student Achievement

D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:

Course Objectives: Students shall be able to:
1. Define curriculum
2. Use Tyler’s four questions to develop curriculum
3. Identify the various needs that determine curriculum:
   - Student needs
   - Societal needs
   - Structure of the discipline
4. Develop a list of terminal outcome indicators based on the SCANS report, the Fortune 500 skill list, subject matter standards, and the article “Change Driver”.
5. Define the following terms in their own words: curriculum, instruction, curriculum coordination, curriculum articulation, curriculum alignment, content and context curriculum alignment, frontloading curriculum, and backloading curriculum.
6. Draw a three by three matrix describing curriculum at work in schools.
7. List and describe the five problems with curriculum described by Fenwick English.
8. Answer Ralph Tyler’s four questions when developing curriculum.
9. Write objectives and assessments (Tyler’s items 1 & 4) using verbs from Bloom’s Taxonomy.
10. Develop a series of potential curriculum templates for use in curriculum writing. These templates will show the connections among objectives, activities, texts, and state and national standards.
11. Evaluate the strengths and weaknesses of each template.
12. Determine the cognitive level of the objectives in this list and outline possible evaluations for each objective.
13. Complete the sample SLLA question in Module 3 page 27.
14. Write objectives and identify the core content and Bloom’s cognitive level for the items in the sample assessments that you have brought to class.
15. Define the following terms in their own words: norm referenced test, criterion referenced tests, standards, percentile, quartile, normal curve equivalent, scale score, anticipated score, cognitive skill index, raw score.
19. Analyze data from the CTBS and KCCT in the three ways indicated below to determine strengths and needs of students at each grade level and building in the Rockcastle County School District.
20. Trend data
21. Disaggregated data
22. Right response and objectives mastery data.
23. Identify curriculum gaps, program strengths and weaknesses and leverage points for improvement found in the analysis of KCCT and CTBS data.
24. Write a unit plan.
25. Write a report on reform models.
26. Give an oral repost on Marzano’s research or another topic.

- **Required Activities/Topics:** The following activities/topics are required to be addressed by all faculty teaching this course.
  1. Analyze student performance on classroom assessments. (Required ePortfolio entry)
  2. Analyze KCCT and CTBS results. (Required ePortfolio entry)
  3. Develop strategies to address achievement gaps.
  4. Analyze research based instructional programs.
  5. Introduce SISI documents and tipping points.
  6. Review and critique CSIP plan.
  7. Develop alignment procedures and indicate using Academic Expectations, Core Content, and Program of Studies.
  8. Develop tactics for using differentiation of instruction. (Required ePortfolio entry)
  9. Complete course reflection. (Required ePortfolio entry)

**E. PROFESSIONAL EDUCATION PROGRAM MODEL:**

<table>
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<tr>
<th>EKU Professional Education Model: Effective Educators as Effective People</th>
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**E. PROFESSIONAL EDUCATION PROGRAM MODEL:**

<table>
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<tr>
<th>EKU Professional Education Slogan: To teach, to learn, to help others teach and learn.</th>
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**F. COURSE REQUIREMENTS & GRADING SCALE:**

- **Requirements:**

- **Grading Scale:**
  - 90% - 100% = A
  - 80% - 89.9% = B
  - 70% - 79.9% = C
  - 60% - 69.9% = D
  - < 60% = F
G. ADDITIONAL REQUIREMENTS:

H. COURSE OUTLINE:

I. EVALUATION METHOD:

J. STUDENT PROGRESS:

K. ATTENDANCE POLICY:

L. DISABILITIES STATEMENT: If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make and individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

M. LAST DAY TO DROP: See course catalogue.

N. PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

- Common Elements of All Professional Education Course Syllabi:
  - FIELD EXPERIENCES: When appropriate: Observation in public schools.
  - METACOGNITION SKILLS: Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
  - COMMUNICATION SKILLS: Communication skills will be displayed through speaking, writing, and class experience.
  - RESEARCH SKILLS/INDEPENDENT LEARNING: Students will be required to demonstrate research and independent learning skills specified by the instructor.
  - PLANNING SKILLS: Time management skills are needed in order to participate effectively in Educational Research.
  - TECHNOLOGY: All products/reports must be word processed and all presentation will be on-line. All tests will also be on-line.. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.
  - PROFESSIONAL/SOCIAL SKILLS: Students will interact with college instructors, peers, cooperating teachers, and schools.
  - TEAMING/COLLABORATION: Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.
  - CONTINUOUS AUTHENTIC ASSESSMENT: Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.
  - DIVERSITY: Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.
  - INCLUSION/EXCEPTIONALITIES: Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course.