

CONCORDIA UNIVERSITY, NEBRASKA
COURSE SYLLABUS

Course Number and Title:

EDUC 590
Curriculum and Instruction Practicum

Academic Credit:

3 graduate credits

Course Rationale:

Those students who complete the Masters in Education degree with an emphasis in Curriculum and Instruction, and who wish to pursue the Curriculum Supervisor endorsement, must demonstrate their knowledge, skills and dispositions within the discipline through practical application in the field to meet the state of Nebraska endorsement requirements.

Course Description:

The Curriculum and Instruction Practicum is a semester-long course consisting of 100 documented field service hours under the guidance of an administrator, Curriculum and Instruction Supervisor mentor, or Nebraska Department of Education personnel qualified in the discipline.

No more than half of the field experience requirement can be satisfied in a student's own classroom modeling/documenting the endorsement requirements. The balance must be larger in scope (school or district).

This field experience will be used to demonstrate knowledge and practical application of endorsement requirements under Rule 24 005.01 A-F.

Place of Course in the Curriculum:

This course is the final course in the Curriculum and Instruction Master's program for those seeking the Curriculum Supervisor endorsement.

Course Goals and Objectives:

The goals of this course are:

- A. Exhibit knowledge in the areas of curriculum supervision, instructional leadership, standards-based education, principles and theories of administration, and school improvement.
- B. Demonstrate the ability to apply supporting principles to improve the educational mission of schools
- C. Demonstrate a commitment to curriculum and instruction

D. Demonstrate a knowledge of the principles and theory of administration:

1. school governance,
2. school community relations
3. organizational management

Students who successfully complete this course will be able to:

- a. Demonstrate knowledge of PreK-12 scope and sequence (articulation) skills of the school curriculum process.
- b. Demonstrate a process to integrate curriculum across disciplines.
- c. Demonstrate the ability to use research and best practices to create instruction systems that maximize the learning of all students.
- d. Demonstrate the ability to implement standards based classrooms to improve student performance.
- e. Demonstrate the ability to create instructional opportunities for diverse learners.
- f. Demonstrate effective communication strategies for various audiences.
- g. Demonstrate and implement staff development programs to enhance learning.
- h. Demonstrate the ability to use a variety of educational resources to plan comprehensive programs.
- i. Utilize assessment instruments for guiding instruction to determine best practices for improved student learning.
- j. Develop criteria for evaluating data.
- k. Demonstrate an ability to lead adults through the change process in order to enhance curriculum and instruction.
- l. Demonstrate systematic practices for embedding technology in the curriculum.
- m. Demonstrate systematic practices to be culturally responsive to diverse learning needs.
- n. Exhibit an understanding of current curriculum issues and trends and be able to interpret them to both internal and external publics.

Course Content:

Application of knowledge, skills and dispositions learned/acquired in program courses in real-world settings.

Methodology:

Methods of instruction that work well for this course include, but are not limited to:

- A. Readings
- B. Written Assignments
- C. Collaborative Group Work
- D. Videos
- E. Journaling
- F. Wikis
- G. Blogs

Student Roles:

1. Read assigned material and be prepared to participate in discussions. Students must be able to support positions with relevant research on topics covered.
2. Written assignments
3. Develop and complete an individual field experience proposal based on a particular interest.
4. Keep a leadership log/journal which will include curriculum maps, inter-disciplinary documentation, assessments, data collection, trainings conducted, resource development, as well as weekly observations of leadership skills or roles you participate in or witness first-hand.
5. Update portfolio with relevant artifacts in the appropriate teaching standards to demonstrate professional growth and development

Assessment:

Enter the method category and percentage assigned to each method. The total should equal 100%. Specify various evaluation tools which work best for the course: papers, reports, individual or group projects, discussion, participation, tests etc.

Example:

Practicum Written Proposal	30%
Weekly Journal	20%
Execution of Written Proposal	30%
Evaluation by Mentor	<u>20%</u>
	100%

Bibliography:**Dates of Initial Approval and Revision:**

Initial Approval:

Reference/Resource Materials

[ASCD Educational Leadership Magazine](#)

September 2007 | Volume **65** | Number **1**

Teachers as Leaders

Readers' Round Table

We asked readers to share their stories of teacher leadership. See how teachers have improved instruction in their schools and what they've learned in the process.

[Leadership Characteristics that Facilitate School Change](#)

Leadership to promote and implement educational change has not been uniform. Knowledge about the qualities of the individuals who have successfully implemented such strategies has been minimal. If the educational community has knowledge of successful strategies and programs, why is there limited implementation? Did the leader make the difference? What are the characteristics these people possess that enabled them to change their districts and schools?

[Resources for Teacher Leadership: Mentoring and Coaching](#)

Resources for assisting a colleague who may be new to teaching, the school, the discipline, or to a change in the practices or curriculum recently instituted by the district, school, or department.

[Resources for Teacher Leadership: Reaching Out to the Community](#)

Resources about recruiting and forming partnerships with constituents or stakeholders, such as parents, policy makers, civic leaders, and businesses or industries.