

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 30 hours 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:

- A written proposal to explain what a candidate plans to do during the professional semester and why.

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

Bibliography:

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Green, S., & Johnson, R. (2009). *Assessment is essential*. McGraw-Hill.

Jacobs, H.H. (2010). *Curriculum 21: Essential education for a changing world*. Association for Supervision & Curriculum Development.

Jacobs, H.H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Association for Supervision & Curriculum Development.

November, A.C. (2012). *Who owns the learning?: Preparing students for success in the digital age*. Solution Tree.

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Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. Jossey- Bass.

Russell-Chapin, L.A., & Ivey, A.E. (2003). *Your supervised practicum and internship: Field resources for turning theory into action*. Brooks Cole.

Stobaugh, R. (2012). *Assessing critical thinking in middle and high schools: Meeting the common core*. Eye on Education.

Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Association for Supervision & Curriculum Development.

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Wiles, J.W. (2008). *Leading curriculum development*. Corwin Press.

Dates of Initial Approval and Revision:

Initial Approval: