

Southern Connecticut State University
Department of Educational Leadership

Curriculum Development – EDL 685-01,05
Spring 2008 SYLLABUS

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Mon.. 1:00 – 4:30 p.m.

Wed. 3:00 – 5:00 p.m.

(Please call ahead to make an appointment)

Course Number: EDL 685 **Course Title:** Curriculum Development **Credit Hours:** 3

Course Description

This course is designed to provide the student with the basic principles and practices of instructional leadership in the curriculum development cycle. Theory will be linked to real-life problems of practice by a variety of active learning exercises. Curriculum issues at the local, state, and national levels will be addressed.

Course's Contribution to Program and College Goals

EDL 685 enables prospective school leaders to not only gain practical experience in curriculum development but to expand their knowledge and understanding of the broader state and national context in which curriculum is developed. Students engage in ongoing reflection on the practical implications of the social, political and economic context, and explore the role of curriculum leadership at the district and school level as well as the process of curriculum implementation at the district, school and classroom level.

Course Objectives:

Upon completion of the course, the successful student will:

1. Comprehend the dynamics of curriculum development
(NCATE 3.3, 3.4) (CT Standard 4, 6) (ISLLC 2, 4)
2. Demonstrate the fundamental technical skills necessary for carrying out key curriculum development procedures
(NCATE 3.3, 3.4, 3.5) (CT Standard 4) (ISLLC 2,4)

3. Practice writing skills related to curriculum development
(NCATE 3.1, 3.6) (CT Standard 8) (ISLLC 2,4)
4. Formulate a critical perspective on vital contemporary curriculum issues
(NCATE 3.4) (CT Standard 8) (ISLLC 6)
5. Identify the connections among student needs, curriculum goals and objectives, and professional development
(NCATE 3.1, 3.5) (CT Standard 8,9) (ISLLC 2)

Assessment of Objectives

All objectives assessed by ongoing classroom dialogue and activities

Objectives 1, 2 & 5 assessed by Culminating Project

Objective 3 assessed by Memorandum

Objective 4 assessed by Reflective Comments for each part of culminating project

Modes of Learning:

A variety of instructional strategies will be employed to meet the needs of adult learners. Special emphasis will be given to active learning in the form of case study, role play, and group work as ways of grounding theory in real life problems of practice. Professional knowledge is, in large measure, a social construction in which active minds willingly and openly share their understanding for mutual benefit. Active participation in class discussions and activities is of paramount importance to your learning in this course.

Students with Disabilities

As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Disability Resource Center located in EN C-16 to arrange for approved accommodations. However, if you would like to speak with me about other information, such as emergency medical information or arrangements in case the building must be evacuated, please make an appointment as soon as possible, or see me after class. In accordance with Section 504 and the ADA if you need accommodation due to a disability or medical condition, please see the instructor as soon as possible.

Course Content Outline

- I. Foundations of Curriculum Development
 - A. Textbooks
 - B. Standards
 - C. Testing
 - D. Knowing what all should know and be able to do
- II. Balanced Curriculum
 - A. Units
 - B. Significant Tasks
 - C. Alignment
 - D. Assessment
 - E. Management/Staff Development
- III. Standards Maps
 - A. Developing Standards Maps
 - B. Using Standards Maps to Develop Unit Scope and Sequence
- IV. Understanding by Design
 - A. Working Backwards
 - B. Concepts and Objectives
 - C. Essential Questions
 - D. Assessments
 - E. Lesson Planning
- V. Curriculum Analysis and Memorandum
 - A. Interview a Curriculum Leader
 - B. Based on the interview, plan the next steps
- VI. Curriculum Design Process
 - A. Components of Curriculum Design
 - B. Design a curriculum structure (simulation).

Required Texts:

Squires, D.A. (2005). Balancing and aligning the standards-based curriculum. Thousand Oaks, CA: Corwin Press

Wiggins, G. & McTighe, J. (2005). Understanding by design: Second edition. Alexandria, VA: Association of Supervision and Curriculum Development.

American Association for the Advancement of Science. (2001). Designs for science literacy. New York: Oxford University Press: Author.

Additional readings will be distributed in class and through email and available on the balanced curriculum web site.

EDL 685 Course Requirements

All written materials are to be word processed or typed in format and style prescribed in the Publication Manual of the American Psychological Association, 4th edition, unless otherwise indicated. All due dates are listed in the syllabus.

CULMINATING PROJECT

Part I. Develop and reflect on a unit of instruction using the Balanced Curriculum model.

Part II. Develop and show how a standard map can be used in developing a scope and sequence of units.

Part III. Develop and reflect on a unit of instruction using the Understanding by Design process.

Part IV. In a group, decide on a curriculum structure for a hypothetical school district. Write a rationale for the curriculum structure to the superintendent who is interested in improved achievement. Reflect on the process.

More specific instructions and grading criteria will be given later in the course. This paper will have four different due dates spread throughout the course.

DISTRICT CURRICULUM ANALYSIS AND MEMO

District Curriculum Analysis

Using the web site attachments, “Evaluating the Curriculum Development Process,” and Standards Implementation Indicators, (on the scsu student, 1234, Balanced Curriculum web site, choose unit about District Curriculum Analysis Paper and Memo, then examine the attachments), construct an interview questionnaire and arrange to interview the district officer who is specifically charged with the responsibility for curriculum development. Summarize the results of your inquiry in a two-page report.

Please submit your summary along with the interview questionnaire.

(NCATE 3.3, 3.4)

Memorandum:

Please write a memorandum of 2 pages (**2 double-spaced pages**) describing your proposal for curriculum modification based on your “District Curriculum Analysis”. This should include a rationale for the next steps in curriculum development. Address the memo to the person you interviewed. (You may want to share it with them, for their feedback, but that is not necessary.) (NCATE 3.1. 3.6)

ALL PAPERS ARE DUE ON THE DATE REQUESTED. LATE PAPERS ARE SUBJECT TO A LOWERED GRADE.

REQUIREMENTS/GRADE:

Students are expected to complete all readings in advance of the appropriate class session. All written work must be completed using a word processing application. The final grade for the course will be based on the following considerations:

A. Attendance and active participation	5 points
B. District curriculum analysis paper and memorandum	15 points
C. Culminating project	
Balanced Curriculum	30 points
Understanding by Design	20 points
Standards Maps	15 points
Designing Curriculum Structure	15 points
 TOTAL	 100 points

Grading – over 100%	A+
93 to 99%	A
90-92%	A-
88-89%	B+
83-87%	B
80-82%	B-
75 to 79%	C
70-74%	D
Below 70	F

A. Active Participation and Attendance

Active participation will be assessed in terms of thoughtful comment and continuing constructive contribution to the aims of this course, as well as assistance to members of your learning team in completing their respective projects.

Participation = 2 points 2 – actively participated 1 – occasionally participated
0 – participated rarely

Attendance will be worth a total of three points.

- 3 = Perfect Attendance
- 2 = Missed one class
- 1 = Missed two classes
- 0 = Missed more than two classes

Grades will be awarded according to academic criteria established by the department consistent with university standards for graduate study. Plus and minus notations will be used.

Web Site

You will have access to two different web sites.

The first is where you will place your work for the Balanced Curriculum and Understanding by Design. Once you fill out your web site access form (and the information is placed on the web site,) you will have access by logging on to www.balancedcurriculum.com. Enter your user name (first name space last name) and password (1234) to have access to your course (and all the other courses created by students in the EDL program.) Change your password when you first enter the site, so your work will be secure. You will have access to this web site after the course is over, so if you want to keep your curriculum up to date, you will be able to.

The second web site also has information that you can access such as information about the web site, constructing curriculum, forms needed, assignment directions, rubrics, or articles that you will need to read for class. To access this web site, go to www.balancedcurriculum.com; your user name is: "SCSU student" and your password is 1234. Click on the course 685 and you will find an outline of this course divided into units and significant tasks. The significant tasks are also indexed on your syllabus. After viewing the units and significant tasks, click on the attachment button to the right of the significant task, and you can view the ancillary readings etc. for that significant task. Not all of the attachments are requirements for the course, but they are there for your use if needed.

Instructor emails

After each class, the instructor will email you with a summary of your assignments for the next class and comments about the current class. To the extent possible, the assignments will follow the syllabus, but there will probably be variations from time to time. Thanks for your patience as we work through adapting this process to the class' progress.

Class Support Groups

You will be assigned a small group of people in class at the same general grade level and/or subject area to help you out if you get stuck. This group's function is to make sure everyone in the group produces a high quality curriculum product, and to practice giving and receiving feedback. A part of class each evening will be working in your support groups on tasks that will improve curriculum quality. Questions about the web site or the assignments should first be addressed in the support group and then with the instructor. In this group it is important to offer candid feedback with suggestions for improvement to others and also to receive such feedback. Part of learning to be an administrator is to function productively in groups and to give and receive appropriate feedback for various tasks.

TENTATIVE COURSE OUTLINE

<u>Session</u>	<u>Topic</u>
(1) 1/24, 1/28 In Class	Introductions – Give a definition of curriculum. List what curriculum experiences you have had. What we want our class to be Description of course and assignments Organization of most classes. Sign up for web site What are the characteristics of graduating students? Overview of the Balanced Curriculum Process Tour of the Balanced Curriculum web site Developing unit titles, dates and unit introductions. Using the unit introductions rubric for your work Review Assignments
Read	Assignments: Read: BC Book: Ch. 1, 7, 8, 9, 10.
Do	Peruse website at www.balancedcurriculum.com . On the web site look at significant tasks for similar courses by using the first name space last name and password 1234. Also use your log in and “Search Shared Course Curriculum”, fill in the search fields, and find similar courses. For web site attachments use: (SCSU student, 1234): For sig. task named “Unit Titles” get the following attachments: “Unit Intro Rubric”; “Unit Introductions and Titles with Instructions for Posting Unit Titles and Intros on the Web Develop Unit Titles, dates and unit introductions for a course. Place on the web site using your user name and password after 2 days (to allow the registration process to be complete). Rate each of your unit introductions according to the rubric found on the web site. (There is no place to rate your unit introductions on the web site, so print out a copy from the web site and then write your rating on the copy.) Keep this for Part I of Culminating Project. (There are directions for printing reports and other features of the web site on the web site. Click on manuals, and choose the author manual.)
Bring to next class	After 2 days, print out report “Standard Codes for Course” Bring completed Unit Introduction Rubrics to class Print out report “Ranking Standards” and bring to class

(2) 1/31, 2/4
In Class

Discussion on Chapters 1 and 7.
Author groups' purpose, author groups meet
Author groups rate unit introductions, suggest improvements
Components of a Good Subject Area Program
Ranking Standards
Discussion on Standards and Curriculum Development
Significant Tasks overview and practice

**Discuss and Start District Curriculum Analysis Paper
Memorandum**

Read

Assignments: Read BC Book: Ch 3, 11,12
Read Attachments from web site (SCSU student):

Do

Create Significant Tasks for One Unit
Look at excellent examples of significant tasks in attachment
Add one significant task title (using the same words as in the unit
title) for the rest of the units in your course
Place significant tasks on web site

Bring to next class

Print out report "Alignment Worksheet" and bring to class, one for
each significant task for the unit you develop and one for each
other unit
Print out report "Unit/Significant Task Report (with Intro.) and
bring to class to share with your author group

(3) 2/7, 2/11
In Class

Class Discussions: Chapter 3 and 11
Share significant tasks in author groups and make suggestions
for improvement, particularly to include standards-base language
in the significant tasks.
Discuss the importance of standards to curriculum development
Complete ranking standards activity
Review emailed material about alignment
Work in author groups with alignment, fill in Alignment worksheet
for significant tasks for sample units.

Read

Assignments: Read Ch. 4, 13, 14

Do

Modify significant tasks on web site based on author group
feedback
Finish alignment worksheets for all significant tasks for the course
Enter alignments on the web site

Bring to next class After alignment is completed, print out the following reports for next class
Standard Alignment Summary
Significant Tasks Alignments Full Text – Only print for the unit with your significant tasks

Tentative list of over and under emphasized areas – bring this to class
Bring Ranking Standards Sheets

(4) 2/14, 2/25
In Class

Class Discussions Chapter 4, 13, 14
Discuss curriculum balance, identify over and under emphasized standards, revise one significant task to address over and/or underemphasized standards. Work in author groups
Discuss the one page paper on balancing the curriculum

Read

Assignments: Read Ch 2, 5, 15, 16
Read from web site attachments:
Aligning the Significant Tasks with Standards with a How To for the Web Site

Do

Directions for Aligning and Balancing the Curriculum with Reflection Guide -Complete one page paper on curriculum balance

(5) 2/21, 3/3
In Class

Class Discussion Ch. 2, 5, 15,16
Discuss content assessments and format assessments
Review rubric for format assessments and content assessments
Author groups give feedback on one page paper on over/under emphasized areas, compare paper to web-report.
Simulation on response to union concerns.

Directions for Part I of Culminating Project

Read

Assignments: Read BC Ch. 16, 17, 18, 19, 20.

Do

Complete Format Assessment and 2 content assessments
Fill out rubric for Format Assessment and Content Assessments

Bring to next class

Bring Blank Format and Content Assessment Rubrics to class, one for each person in your author group

(6) 2/28, 3/10
In Class

Class Discussion 16, 17, 18, 19, 20.
Author groups review and fill out rubric for format and content assessments

Review previous submissions of the balanced curriculum as models for part I of Culminating project
Monitoring the balanced curriculum
Simulation of principal consulting with a teacher who is behind
Simulation of a management team confronting a curriculum problem
Questions on Part I of Culminating Project

- Read Assignments: Read Designs for Science Literacy, Ch.6-8
- Do Finish as much of Part I of Culminating Project as you can, so you can receive feedback from your group.
- Bring to next class Bring Standards for your course to class with you.
Bring what you have accomplished so far on Part I of Cuminating Project for feedback from author group.

(7) 3/6, 3/24

Feedback on drafts of Part I of Culminating Project
Class Discussion: Designs for Science Literacy. Ch.6-8
Rationale and directions for creating a Standards Map, with Examples of maps
Work on standards map during class in groups
Discuss Curriculum Mapping

- Read Go to Ct Department of Education web site and review the rationale for your standards area on the Department's web site.
- Do Make a draft of the standards area on a standards map. Bring to class.
Outline some ways that you could use this standards map as part of a curriculum development procedure. (Be ready to share this with your group.) Bring to class.
- Bring to class Draft of Standards Area Map
Your take on how to use this process in a district-wide curriculum development effort.
Part I of Culminating Project to be turned in.

(8) 3/13, 3/31

Group produces final draft (in class) of standards map, based on the individual work.
Group prepares an oral report on the standards map and how it could be used in the curriculum development process.
Group Delivers the oral report to the class and receives feedback

from the class.

***DUE – PART I OF CULMINATING PROJECT**

Author groups examine Part I of Culminating Project and discuss what they learned.

Class feedback on the what was learned.

Read UBD pp. 1-104

Bring to next class Identify another unit, that you will use to develop a unit of curriculum using the UBD design.

No class on 3/27 Professor attending American Educational Research Assoc, NYC

(9) 4/3,4/7

In Class

Class Discussion: UBD pp. 1-104
UBD – Beginning with the End in Mind, Knowledge and Skills, Essential Questions,
Begin Unit Introductions

Read Assignments: UBD pp. 105-144

Do & Bring Draft of UBD Unit Introductions with knowledge and skills, and essential questions.
Bring a print out of “Standard Codes for Course”.

(10) 4/10, 4/14

In Class

Class Discussion, UBD pp. 105-144
Author groups give feedback on Knowledge and Skills and Essential Questions
UBD – Enduring Understandings
Enduring Understandings and Standards
Developing Assessments

CURRICULUM ANALYSIS PAPER AND MEMORANDUM DUE

Group feedback on Curriculum analysis paper and district memo

Directions for part II of Culminating Project

Read Assignments: UBD pp. 146-321.
Do Develop Enduring Understandings from standards

- Bring to class Incorporate Enduring Understandings into unit introductions
Develop one UBD Assessments, post on web site, bring copy to class of UBD Assessment
- (11) 4/17, 4/21
- In class:
Class Discussion UBD pp.146-253.
Author groups give feedback on UBD assessments
UBD – Plan Learning Experiences and Lesson Plans
WHERE TO lesson plan format
Directions Part III of Culminating Project
- Read Chapter 6 in Aligning and Balancing
- Do Complete second UBD assessment, post on web site
Complete WHERE lesson plan format
Post results on the web site
Jot down some notes on how to construct a curriculum development project for a district.
- Bring UBD WHERE lesson plans for author group feedback.
Bring as much as Part III of Culminating Project as you can for author group feedback.
- (12) 4/24, 4/28
- In Class:
Feedback on WHERE lesson plans
Feedback on part III of Culminating Project
Preview and start on next assignment, Developing a curriculum development process for a district. Start work if there is time.
Directions on Part IV of Culminating Project
- Read Chapter 6 in Aligning and Balancing
- (13) 5/1, 5/5
- In Class
***DUE PART III OF CULMINATING PROJECT**
Author group reviews others culminating projects
Author group discuss what they learned and what they will take away with them to use as an administrator.
Class discusses what they learned and the plusses and minuses of the Balanced Curriculum and the Understanding by Design curriculum formats. Work in groups on part IV,
- Do Assignments: Work on group project on curriculum structure.
Make plans to email professor final version of Part IV
Due Tues 5/13 for Monday's class or Fri. 5/2 for Thurs.

Web Site Registration

_____ First Name

_____ Last Name

_____ email address (outside of SCSU)

_____ phone (work is preferable)

_____ fax (work is preferable)

_____ grade level for the course.
(Third Grade, Tenth Grade)

_____ Give your course a name
(Third Grade English Language Arts, Algebra I)

_____ Begin date (this year in September).

_____ End date.

As part of your curriculum course work at SCSU, you have free access to the Balanced Curriculum web site. The web site is a place where your work for the course will be stored. You will use the web site's reporting capabilities as part of the culminating project. You can see other courses from school districts around the country. You will have access to the web site after 685 is completed.