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INSL 5378: Curriculum Planning
Fall 2017 ONLINE
College of Education, Department of Educational Leadership

Instructor: Barbara Polnick, Ed. D.
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Course Format: Discussions, video presentations, conferencing, and field-based activities will be utilized in this online course.
Day and time the class meets: Online – Dr. Polnick will post announcements once per week, usually Thursdays.
Location of class: Online

Course Description: This course provides a study of the various factors which influence curriculum planning; the role and responsibilities of different personnel and agencies in curriculum evaluation; procedures in implementing curriculum change; and improvement of current programs in public and private school curriculum K-12 and other instructional settings.

The curricula for this course include both (1) knowledge of the literature of curriculum and (2) ongoing student engagement in activities related to professional practice.

Materials & Texts

English, F. (2010). Deciding What to Teach and Test: Developing, Aligning and Auditing the Curriculum (3rd ed.).Newbury Park, CA. Corwin Press. **(Required)**

Henson, K. T. (2015) Curriculum, Planning (5th ed.). Long Grove, IL. Waveland Press. **(Required)**

Brown, G. H., & Irby, B. (2001). *The Principal's Portfolio* 2nd ed. Thousand Oaks, CA: Corwin Press.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

A *TK20 Account* is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession.

Account information can be found at: https://tk20.shsu.edu/
If you do not have a TK20 account, please follow this link to set one up. This will be the venue for storing one or more documents that reflect your ability to demonstrate standards integrated throughout the program. One document will be uploaded to TK20 in this course.

Course Content: Students will develop their skills as educational leaders charged with the responsibility of developing and implementing quality educational programs, including how to meet state and federal requirements regarding what shall be taught and what shall be tested in classrooms. These skills will include making curriculum-related decisions that influence learning for all students, regardless of their linguistic or cultural backgrounds or special needs. Additionally, students will analyze, review, and make recommendations for the use of documents and data typically used to guide public school curriculum in Texas schools and nationally. Three basic approaches to learning will be utilized: (a) A traditional mastery learning approach focusing on acquiring knowledge of curriculum concepts, history, policy, procedures, and issues; (b) classroom simulations and demonstrations to develop skills related to aligning curriculum, instruction, and assessment; and (c) field-based activities to provide a broad knowledge of current administrative practices associated with the management and evaluation of curriculum, including implementation.

Goals: Upon successful completion of this course, students will be able to:

1. Develop the knowledge and skills needed by a curriculum leader to align and monitor curriculum implementation;
2. Acquire skills related to modifying and differentiating curricula to meet the needs of all students;
3. Access/use resources available to evaluating the effectiveness of the curriculum;
4. Design a professional development plan or activity that is aligned to state and national standards;
5. Develop presentation skills for professional development activities to improve teaching performance;
6. Examine ways to lead effective meetings;
7. Trace curriculum development/implementation in the U.S. since 1900;
8. Describe the impact of neuroscience on curriculum;
9. Research components and models of research-based instruction, in reading, mathematics, science and/or social studies;
10. Identify laws and policies related to curriculum that can impact practitioners; and
11. Identify current curriculum issues brought about by social and political forces.

Course Competencies/Objectives

Competency 1: Describe the function of teaching and learning on the contemporary campus.
• Track historical contributors to U.S. curriculum (i.e., John Dewey, Ralph Tyler, Carl Rogers)
• Recognize contributions of state and national standards efforts [National Standards (NCTM), Texas Essential Knowledge & Skills (TEKS)]

- Reflect on the impact of instructional theory [direct instruction, constructivism, modes of learning (inquiry), assessment] on teaching and learning
- Describe the relationship between important teaching & learning elements: curriculum, assessment, instruction, and professional development.

Competency 2: Analyze curriculum components important to student performance.
- Conduct a needs assessment of student performance data (all students, subgroups).
- Identify strengths and areas of concern in student performance (for all students and by subgroups).
- Analyze TEKS and compare curriculum documents to identify gaps in written curriculum.
- Describe the areas of curriculum revisions needed to support student achievement.
- Use alignment strategies to vertically and horizontally align curriculum.

Competency 3: Analyze instructional delivery.
- Conduct a needs assessment of instructional delivery (example data to include lesson planning, classroom observations, schedules/time allotted, grouping arrangements, time spent on planning, discipline management).
- Compare findings with student performance to Identify strengths and areas of concern. Analyze the role of leadership and design specific strategies to improve delivery, including professional development.
- Describe effective lesson planning with attention to objective development related to cognition and content of the objective (Anderson & Krathwohl).

Competency 4: Analyze assessment practice.
- Describe important components of effective assessment practices for a campus.
- Describe assessment practices used to measure student learning of curriculum.
- Analyze assessment components of a current school assessment process and identify strengths and areas of concern.
- Describe the role of leadership in the improvement of effective assessment.

Competency 5: Analyze resources for instruction and curriculum (i.e., textbooks, software, programs, materials, technology, media center).
- Identify programs and related resources used on a campus.
- Describe the relationship between resources and student achievement.
- Explore board policies that may impact resources, curriculum, & instruction

Competency 6: Analyze faculty's instructional needs and the necessary professional development to meet those needs.
- Identify current professional development practices of campus.
- Identify best practices in professional development.
- Evaluate the instructional effectiveness of individual faculty using observation data, lesson plans, and student assessment data.
- Develop effective conferencing strategies designed to improve instructional effectiveness with faculty.

- Design a professional development plan for a campus.
- Describe the difference between professional development needs of a campus compared to individual teachers' needs.

Competency 7: Organize the instructional program to increase student achievement.
- Model change strategies to create awareness and consensus among faculty and staff on a campus/district.
- Analyze current scheduling to increase student engagement, time-on-task, and the effectiveness of lesson planning.
- Describe the needs of an organizational system to increase student achievement (additional personnel, department & team leadership, communication).
- Describe ways to empower teacher leadership for improved effectiveness.
- Discuss strategic planning models to facilitate the effectiveness of campus improvement plans.
- Develop effective monitoring strategies.
- Describe strategies related to accountability of student performance (individual teacher conferencing, use of student data, monitoring of student progress)

Student Evaluation of Instructor Effectiveness (IDEA System)
Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course using the IDEA instrument. Students will be invited to provide feedback during the course which will be used to make needed adjustments to ensure the success of the learning environment. Students will be asked to evaluate their learning in these specific objectives selected from the IDEA database:

IDEA Objectives

   Essential:
   1. Learning to apply course material
   2. Developing specific skills, competencies, and points of view needed by professionals
   Important:
   1. Learning fundamental principles, generalizations, or theories

Course Evaluation:

Assignment	Points
Participation in weekly online class discussions at10 pts each	130
Journal Article Reflections—2 @ 10 pts ea.	20
Case Study Analysis --2 @ 10 pts ea.	20

Alignment Project (includes 3 parts) ✓ *demographic description of the school/district (10)* ✓ *curriculum needs assessment (20)* ✓ *curriculum action plan of improvement/presentation (20)*	50
Curriculum Issues presentation	20
Field-based Activities (15 pts each) • # 8-Analyze available school/district/organization improvement plans and interview leaders to describe and critique the process used for determining the professional development needs of the staff with respect to curriculum and instruction. • #11- Describe how the school leader employs collaborative planning processes to facilitate curriculum change. • #12-Participate in and critique a curriculum-planning meeting at the building/district/organizational level. • #13- Critique the process used at the campus level to assess and modify curriculum to meet the needs of all learners. Analyze the process for using information on various student groups to improve achievement for all learners	60
TOTAL: **270-300= A; 240-269=B; 210-239= C; Below 210= F**	300

INSL 5378 COURSE OUTLINE (TENTATIVE)

Date	Topics & Readings	Assignments (Unless otherwise designated, activities should be completed before next class, Tuesday, 11:59 PM)
8/23-29	**Module 1: Course Introduction** <u>Readings</u> • Review syllabus • Read PPT – Course Organization • Read *D. Ravitz article: Why I Changed my Mind*	1. Participate in Discussion Board – Class Introductions—Initial Posts due 8/26. Responses by 8/29. 2. Submit Student Information Profile 3. Complete Article Reflection due 8/29 4. Acquire textbooks
8/30-9/5	**Module 2:** Impact of Reform-Historical Perspective <u>Readings</u> • Read Counts article: *Progressive Education* • Read Henson, Ch. 1, 2, & 3 • Read English, Ch. 1 • Read PPT notes	1. Complete Counts Article Reflection due 9/5 – Use Reed & Polnick Article Reflection format 2. Participate in Discussion Board – English, Ch. 1 Initial Posts due 9/8. Responses by 9/12.
9/6-9/12	**Module 3:** Curriculum Defined; Influences on Curriculum; Foundations of Curriculum <u>Readings</u> • Read PPT notes • Read Henson, Ch. 4	3. Participate in Discussion Board – Henson, Ch. 2 (choose one) & Henson, Ch. 3- Initial Posts due 9/8. Responses by 9/12.
9/13-9/19	**Module 4:** Curriculum Concepts, Research, Theories, & Models <u>Readings</u> • Read PPT notes • Read Henson, Ch. 5 • Read English, Ch. 2	Participate in Discussion Board – Henson, Ch. 4 and Graphic Representation- Initial Posts due 9/15. Responses by 9/19.
9/20-9/26	**Module 5:** Developing Curriculum <u>Readings</u> • Read Case study, Henson, p. 192-195 • Review Mind-map of Curriculum Development • Read PPT notes • Read Henson, Ch. 6	1. Participate in Discussion Board - Henson, Ch. 5 & English, Ch. 2- Initial Posts due 9/22. Responses by 9/26. 2. Submit answers to Case Study Questions, p. 196 due 9/26.

9/27-10/3	**Module 6:** Aims, Goals, Objectives <u>Readings</u> • Read PPT notes • Read Henson, Ch. 7	1. Participate in Discussion Board – Henson, Ch. 6- Initial Posts due 9/29. Responses by 10/3 2. Submit Field-based Activity #12 (Curric. Planning) due 10/3
10/4-10/10	**Module 7:** Selecting Content, Activities, & Strategies**;** Professional Development <u>Readings</u> • Read PPT notes • Read English, Ch. 3 & 4	1. Participate in Discussion Board – Henson, Ch. 7 Initial Posts due 10/6. Responses by 10/10. 2. Submit Field-based Activity #8 (Professional Development) due 10/10
10/11-10/17	**Module 8:** Assessment/Alignment <u>Readings</u> • Read PPT notes • Read Henson, Ch. 9	1. Participate in Discussion Board – English, Ch. 3 & 4 Initial Posts due 10/13. Responses by 10/17 2. Submit Field-based Practicum Activity # 13 (Student Needs)-due 10/17 3. Formative Course Feedback
10/18-10/24	**Module 9:** Evaluating Curriculum & Instruction <u>Readings</u> • Read PPT notes • Read overview of Curriculum Issues presentation	1. Participate in Discussion Board – Henson, Ch. 9 Initial Posts due 10/20. Responses by 10/24 2. Submit Curriculum Alignment Project, Part I (Demographics)-due 10/24
10/25-10/31	**Module 10:** Curriculum Alignment <u>Readings</u> Read Henson, Ch. 11	Submit Curriculum Alignment, Part II-due 10/31
11/1-11/7	**Module 11:** Curriculum Alignment	1. Submit Curriculum Alignment Project, Part III-due 11/7 2. Curriculum Alignment Discussion Board- Initial Posts due 11/3. Responses due by 11/7
11/8-11/14	**Module 12:** Curriculum Trends & Issues <u>Readings</u> • Read PPT notes • Read Henson, Ch. 8 & 10	Participate in Discussion Board – Henson, Ch. 8 & 10 - Initial Posts due 11/10. Responses due 11/14.

11/15-11/21	**Module 13:** Translating Curriculum into Instruction**;** Facilitating Change <u>Readings</u> • Read PPT notes • CBAM- Implementing change article	1. Take change quiz-due 11/21 2. Submit Case Study on change discussion-due 11/21 **3.** Submit Field-based Activity 11 (Change)-due 11/21
11/22-11/28 (11/22-24 Thanksgiving holidays)	**Module 14:** Curriculum Issues	1. Post Curriculum Issue Presentation in Discussion Board- Initial Posts due 11/24. Responses due by 11/28. 2. Course Evaluation
11/29-12/1	**If extended time is needed**	

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
  - o [Procedures in Cases of Academic Dishonesty #810213](#)
  - o [Students with Disabilities #811006](#)
  - o [Student Absences on Religious Holy Days #861001](#)
  - o [Academic Grievance Procedures for Students #900823](#)
- <u>SHSU Academic Policy Manual-Curriculum and Instruction</u>
  - o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - o Technology during instruction: The use of instructional technology is expected during class unless otherwise designated.
  - o Technology during exams: Limitations of use of technology during exams will be <u>posted</u> in exam instructions.
  - o Technology in emergencies: Students should notify their instructor regarding issues of emergencies<u>.</u>

  <u>Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.</u>

Attendance Expectations:
> Students are expected to contribute weekly to the online discussion board as the chosen format for class lectures. In addition, students will: read course notes and assigned book chapters; participate in discussion board assignments; and complete course assignments including required embedded field-based activities.

Late Assignment Policy: All course work is due on the date specified. **Late work will not be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.**

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Other Required Syllabi Elements:

1. Student Disposition Scale: To meet the requirements of NCATE accreditation, students are required to respond to a self report scale that best describes his/her behavior in the courses that he/she is currently enrolled. The ratings are **3 = Target**, **2 = Acceptable**, and **1 = Unacceptable**. The **total number** of points that may be earned range from **1-18**. Points from **10-18** indicate that the student is performing on **Target**. **Nine** points indicate **Acceptable** performance. Points at **8 or below** indicate **Unacceptable** performance. The professor will review students' responses and **agree**

or **disagree** with the findings. If the professor determines that the student has **Unacceptable** performance, it will be students' responsibilities to provide evidence that they have **Acceptable** or **Target** performance. This self report scale will be completed at the end of each semester.

NCATE Unit Standards
http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4
NCATE Matrix

Topic(s)/ Objective(s)	Assessments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator
Reflections/ Discussions of Readings	Students will reflect and/or discuss chapters and articles	30 pts	ELCC-2.3 T-4.2 CF-1,2 N-1e, 6a
Alignment Assignment	Students will align a district curriculum unit and write/revise the scope and sequence	50 pts	ELCC-2.1, 2.2, 2.3 T-1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.8, 5.11 CF-1,3,4 N-2b,4a,6a
Field-based Practicum Activities	• Students will -Analyze available school/district/organization improvement plans and interview leaders to describe and critique the process used for determining the professional development needs of the staff with respect to curriculum and instruction. • Describe how the school leader employs collaborative planning processes to facilitate curriculum change. • Participate in and critique a curriculum-planning meeting at the building/district/organizational level.	60pts	ELCC-2.4,4.1, 2.2, 2.2, 1.2 CF-3.5 N-3c

	• Critique the process used at the campus level to assess and modify curriculum to meet the needs of all learners. Analyze the process for using information on various student groups to improve achievement for all learners		
Curriculum Issues Project/Presentation	Students will demonstrate mastery of objectives through a synthesis of course content around curriculum issues	20 pts	ELCC-2.2,2.3,3.3, 6.1 T-2.8,3.1,4.2 CF-1,2,3 N-1e,2b, 4a

APPENDIX A
Field-based Practicum Activities

INSL 5378 (Curriculum Planning)		
ELCC Standard		**Texas Educator Standards/ Competencies**
2.4 Design Prof. Dev. Growth Plans	#8. Analyze available school/district/organization plans and interview leaders to describe the process used for determining the professional development needs of the staff with respect to curriculum and instruction.	6.1 Collaboratively Develop Prof. Dev. Plan
2.2 Instructional Programs	# 13. Critique the process used at the campus level to assess and modify curriculum to meet the needs of all learners. Analyze the process for using information on various student groups to improve achievement for all learners.	7.2 Use Data to Inform Decisions
1.2 Articulate the Vision	#11. Describe how the instructional leader employs collaborative planning processes to facilitate curriculum change.	4.2 Monitor/Revise Curriculum-Student Data
2.2 Instructional Programs	#12. Participate in and critique a curriculum-planning meeting at the building/district/organizational level.	4.3 Implement/Monitor Curriculum