



**INSL 5378: Curriculum Planning  
Spring 2018 ONLINE**

College of Education, Department of Educational Leadership

*This is a required course for a Master of Education Degree in Instructional Leadership.*

**Instructor:** Barbara Polnick, Ed. D.  
TEC 219  
P.O. Box 3119, Huntsville, Texas 77341  
936.520.7762 (Cell); 936.294.3859 (Office); 936.294.3886 (FAX)  
[bpolnick@shsu.edu](mailto:bpolnick@shsu.edu)  
Office hours: By appointment and online/Skype/email/text

**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 Tuesdays.

**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**

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

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

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

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

## **TK20**

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. **There is no cost.** 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.

## **Standards/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)

**Instructor Evaluation: 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 Content:**

***1. Discussion Board Participation (100 total points)***

Students are expected to participate in all online discussion activities with correct English usage, accurate spelling, and grammar. Each of the fourteen modules contains one discussion forum, which should be completed as outlined in the module (Thursdays-post initial discussion contribution and by Tuesday- post responses to **at least three people**.) Please refer to NETiquette at <http://www.albion.com/netiquette/corerules.html> for appropriate decorum on the Internet.

**Points for participation will be given for including two or more of the following:**

- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining, and supporting positions on ideas, including specific references to text and other reading/viewing materials
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing, and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed See Blackboard for specific discussion guidelines and scoring rubrics.

***II. Journal Article Reflections (20 total points)***

Students will read/analyze articles and related readings and write reflections using a specific format to demonstrate their ability to synthesize and apply information. The reflection process is designed to enhance students' critical thinking and evaluation skills.

***III. Field-based Activities/Reflections (40 total points)***

Each student will participate in activities at their school/instructional setting site. These activities are designed to provide insight and further indepth analysis of course content as it applies in their instructional setting. All information shared in reflection is kept confidential. A reflection format is provided. Expectations for writing reflections are high at the graduate level. These activities include:

- FB # 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.
- FB #11- Describe how the school leader employs collaborative planning processes to facilitate curriculum change.

- FB #12-Participate in and critique a curriculum-planning meeting at the building/district/organizational level.
- FB #13- Critique the process used at the department or building 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

***IV. Curriculum Issues Presentation/ Objective-Domain Alignment (20 total points)***

Students will apply their understanding of course content through two activities:

- alignment of curriculum objectives to specific domains/criteria
- curriculum issues today

***V. Curriculum Alignment Project (40 total points)***

Students will complete a Curriculum Alignment Project to apply their understanding of alignment issues in their instructional settings by submitting a plan for aligning a curriculum unit to increase student learning. This project includes 3 parts:

- demographic description of the campus/district
- assessment of needs in implementing curriculum
- curriculum action plan of improvement including presentation/discussion

**Note: See Blackboard for specific assignment details and scoring rubrics for each of the above assignments.**

**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 Evaluation:**

Assignment	Points
<b>Participation in weekly online chapter discussions</b> (including graphic organizers and case study analyses)—10@ 10 pts each (Henson text)	100
<b>Change Quiz &amp; Leadership Growth Narrative</b> —1 @ 10 pts. ea.	10
<b>Concept Mapping Assignment</b>	10
<b>Curriculum Issues Presentation</b>	10
<b>Journal Article Reflections</b> —2 @ 10 pts ea.	20
<b>Alignment Project (includes 3 parts)</b> ✓ <i>demographic description of the school/district (10)</i> ✓ <i>curriculum needs assessment (15)</i> ✓ <i>curriculum action plan of improvement/presentation/discussion (15)</i>	40
<b>Field-based Activities Reflections (10 pts each)</b> <ul style="list-style-type: none"> <li>• # 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.</li> <li>• #11- Describe how the school leader employs collaborative planning processes to facilitate curriculum change.</li> <li>• #12-Participate in and critique a curriculum-planning meeting at the building/district/organizational level.</li> <li>• #13- Critique the process used at the department or building 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</li> </ul>	40
<b>TOTAL: 207-230= A; 184-206=B; 161-183= C; Below 161= F</b>  <b>In addition to points on assessments, final grades will be determined by the following expectations:</b> <u>A = Exceeds Standards</u> and demonstrates learning beyond the course and stated expectations. “A” work is earned by learners who extend learning beyond the minimum presented in the course and demonstrate developed reasoning, written, and verbal communication skills. <u>A student cannot earn an A if more than two assignments are turned in late or are missing, even if the student earns 90% of the total points.</u>  <u>B = Meets Standards</u> and demonstrates mastery of objectives assessed. “B”	230

<p>work is earned by learners who demonstrate responsibility by meeting all deadlines, participating in all discussions, completing assignments, and earning passing grades on assessments.</p> <p><u>C= Inconsistent performance</u> that may be impacted by incomplete assignments, lack of participation, or failure to revise assignments when requested. “C” work is earned for submissions with several mechanical errors or issues related to quality and quantity in writing standards.</p>	
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### INSL 5378 COURSE OUTLINE (TENTATIVE)

<i><b>Module Dates</b></i>	<i><b>Modules &amp; Readings</b></i>	<i><b>Assignments</b></i> <i>(Unless otherwise designated, activities should be completed before next class, Tuesday, 11:59 PM)</i> <i>Initial discussions entries are due on Fridays and responses to others are due on Tuesdays</i>
1/17-1/23	<p><b>Module 1: Course Introduction</b> <u>Readings</u></p> <ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Read PPT – Course Organization</li> <li>• Read D. Ravitz article: <i>Why I Changed my Mind</i></li> </ul> <p><b>Module 2: Impact of Reform-Historical Perspective</b> <u>Readings</u></p> <ul style="list-style-type: none"> <li>• Read G. Counts article</li> <li>• Read Henson, Ch. 1, 2, &amp; 3</li> <li>• Review PPT notes</li> </ul>	<ol style="list-style-type: none"> <li>1. Participate in Discussion Board – Class Introductions and Ravitz and Counts articles</li> <li>2. Submit Student Information Profile</li> <li>3. Complete Ravitz Article Reflection</li> </ol>
1/24-1/30	<p><b>Module 3: Curriculum Defined; Influences on Curriculum; Foundations of Curriculum</b> <u>Readings</u></p> <ul style="list-style-type: none"> <li>• Read PPT notes</li> <li>• Read Henson, Ch. 4</li> <li>• Read F. English excerpt- <i>Teaching to the Test</i></li> </ul> <p><b>Module 4: Curriculum Concepts, Research, Theories, &amp; Models</b> <u>Readings</u></p>	<ol style="list-style-type: none"> <li>1. Participate in Discussion Board – Henson, Ch. 2 &amp; Ch. 3.</li> <li>2. Complete Counts Article Reflection</li> <li>3. Participate in Discussion Board – Henson, Ch. 4 and Graphic Representation</li> </ol>



	<ul style="list-style-type: none"> <li>• Read PPT notes</li> <li>• Read Henson, Ch. 5</li> </ul>	
1/31-2/6	<p><b>Module 5:</b> Developing Curriculum Readings</p> <ul style="list-style-type: none"> <li>• Read Case study, Henson, p. 192-195</li> <li>• Review Mind-map of Curriculum Development</li> <li>• Read PPT notes</li> <li>• Read Henson, Ch. 6</li> </ul> <p><b>Module 6:</b> Aims, Goals, Objectives Readings</p> <ul style="list-style-type: none"> <li>• Read PPT notes</li> <li>• Read Henson, Ch. 7</li> </ul>	<ol style="list-style-type: none"> <li>1. Participate in Discussion Board - Henson, Ch. 5 Curriculum Design and Case Study Questions, p. 196</li> <li>2. Participate in Discussion Board – Henson, Ch. 6</li> <li>3. Submit Concept Mapping Assignment</li> <li>4. Submit Reflection on Field-based Activity #12 (Curric. Planning)</li> </ol>
2/7-2/13	<p><b>Module 7:</b> Selecting Content, Activities, &amp; Strategies; Professional Development Readings</p> <ul style="list-style-type: none"> <li>• Read PPT notes</li> </ul> <p><b>Module 8:</b> Assessment/Alignment Readings</p> <ul style="list-style-type: none"> <li>• Read PPT notes</li> <li>• Read Henson, Ch. 9</li> </ul>	<ol style="list-style-type: none"> <li>1. Participate in Discussion Board – Henson, Ch. 7</li> <li>2. Submit Reflection on Field-based Activity #8 (Professional Development)</li> <li>3. Submit Reflection on Field-based Practicum Activity # 13 (Student Needs)</li> <li>4. Participate in English Discussion (Frontloading/Backloading)</li> <li>5. Submit Formative Course Feedback</li> </ol>
2/14-2/20	<p><b>Module 9:</b> Evaluating Curriculum &amp; Instruction Readings</p> <ul style="list-style-type: none"> <li>• Read PPT notes</li> <li>• Read English excerpt, <i>Aligning the Curriculum</i></li> </ul> <p><b>Module 10:</b> Curriculum Alignment Readings</p> <ul style="list-style-type: none"> <li>• Read Henson, Ch. 11</li> </ul>	<ol style="list-style-type: none"> <li>1. Participate in Discussion Board – Henson, Ch. 9</li> <li>2. Submit Curriculum Alignment Project, Part I &amp; II (Demographics/Needs Assessment)</li> </ol>
2/21-2/27	<p><b>Module 11:</b> Curriculum Alignment</p> <p><b>Module 12:</b> Curriculum Trends &amp; Issues</p>	<ol style="list-style-type: none"> <li>1. Submit Curriculum Alignment Project, Part III</li> <li>2. Participate in Discussion Board-</li> </ol>



	<u>Readings</u> <ul style="list-style-type: none"> <li>• Read PPT notes</li> <li>• Read Henson, Ch. 10</li> </ul>	Curriculum Alignment  3. Participate in Discussion Board – Henson, Ch. 10
2/28-3/8	<b>Module 13:</b> Translating Curriculum into Instruction; Facilitating Change <u>Readings</u> <ul style="list-style-type: none"> <li>• Read PPT notes</li> <li>• CBAM- Implementing change article</li> </ul> <b>Module 14:</b> Curriculum Issues	1. Take change quiz/Growth Assignment 2. Participate in Discussion Board— Henson, Ch.8 Case Study on change 3. Submit Field-based Activity 11 (Change) 4. Post/ Participate in Discussion Board Curriculum Issue Presentation 5. Course Evaluation

### Student Guidelines

#### University Policies

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

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.

#### Attendance Expectations Policy:

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](#)). NCATE Unit Standards can be found at:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4> . See NCATE Matrix in Appendix B.

### **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.

**APPENDIX A**  
**Field-based Practicum Activities**

<b>INSL 5378 (Curriculum Planning)</b>		
<b>ELCC Standard</b>		<b>Texas Educator Standards/ Competencies</b>
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

**APPENDIX B**  
NCATE Matrix

<b>Topic(s)/ Objective(s)</b>	<b>Assessments (including field-based activities)</b>	<b>Measurement (including performance- based)</b>	<b>Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator</b>
Reflections/ Discussions of Readings	Students will reflect and/or discuss chapters and articles	100 pts	ELCC-2.3 T-4.2 CF-1,2 N-1e, 6a
Alignment Assignment	Students will analyze a district curriculum unit and submit a plan for aligning the unit to increase student learning	40 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 – <ul style="list-style-type: none"> <li>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.</li> <li>Describe how the school leader employs collaborative planning processes to facilitate curriculum change.</li> <li>Participate in and critique a curriculum-planning meeting at the building/district/organizational level.</li> <li>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</li> </ul>	40 pts	ELCC-2.4,4.1, 2.2, 2.2, 1.2 CF-3.5 N-3c

## APPENDIX C MODIFIED BROWN AND IRBY REFLECTION CYCLE

This format is modified from the Reflection Cycle on pg. 31 of The Principal Portfolio by Brown & Irby. Below is a brief description of each phase of the modified reflection cycle. Page formatting: About one page, **no more than 2 pages, single spaced**, 12-point font, 1 inch margins. Include **labels** (“Standard Area,” “Artifacts,” etc.) in your paper.

### **Sections:**

- A. Standard Area:** Standard area in which your activity falls:
  - a. Professional Development to Improve Teaching;
  - b. Using Data to Improve Student Learning/Programs;
  - c. Implementing/Revising Curriculum;
  - d. Developing/Articulating a Vision;
- B. Artifacts:** Record/include as attachments artifacts that you reviewed, analyzed, discussed as part of your field-based activity. If citing a resource, please do so in APA 6<sup>th</sup> edition style formatting. If you are asked to include the artifact (i.e. campus planning document), then attach the document along with the reflection.
- C. Describe:** Describe the assignment as it was written and add information from your site/field exploration. Who? What? When? Where?
- D. Analyze:** Analyze what you observed, read, or experienced in terms of comparisons and contrasts with current research-based practice and what you experienced. What were the critical elements as they related to your actions/experiences?
- E. Appraise:** Determine impact and effectiveness of the program or situation as you experienced it. Compare your observations and experiences to your own values and beliefs. How valuable was this experience to you? How valuable was it to your campus community?
- F. Transform:** Reflect on the impact this experience has had on your own development. How has what you learned in this experience changed or affected your thinking? What new goals can you set for yourself based on your experience? What do you need to learn more about? What areas do you need to grow?