School of Education and Human Services

Course: EDUC 5397 Curriculum Planning and Development
Instructor Name: Dr. Theresa M. Campos

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2016</th>
<th>Email</th>
<th><a href="mailto:campost@stthom.edu">campost@stthom.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2410</td>
<td>Telephone</td>
<td>713.857.6564</td>
</tr>
<tr>
<td>Program</td>
<td>Educational Leadership</td>
<td>Skype ID</td>
<td>theresa.campos</td>
</tr>
<tr>
<td>Sections</td>
<td>OL</td>
<td>Office Hours</td>
<td>Upon Request</td>
</tr>
<tr>
<td>IT Help Desk</td>
<td></td>
<td>713-525-3544</td>
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Required Subscription | Subscription/Membership to ASCD
Textbook(s) Recommended | Publication Manual of the American Psychological Association, Sixth Edition

Course Description
This course provides an overview of the aspects of leadership of curriculum planning and development process for a school campus.

State/National/Professional Association Standards Guiding Course

**Teacher Education Accreditation Council (TEAC): Principle One, Claim 1a:**
Facilitate the design and implementation of curricular and strategic plans that enhance teaching and learning.

The following essential questions align with the TEAC quality principle, guide the content and instruction, and serve as learning outcomes:

- Is the curriculum's development based on sound educational theory (motivation and teaching and learning), emerging issues, principles of curriculum design, human development processes and legal requirements?
- How does the administrator in the school facilitate implementation and revision to ensure appropriate scope, sequence, content and alignment of curriculum?
- Is the curriculum appropriate based on the evaluation with use of student assessments to measure learning and ensure educational accountability?
Does the curriculum promote problem solving, creative thinking and higher levels of cognitive engagement in its design and delivery?

Does the administrator facilitate the use of technology telecommunications, and information systems to facilitate learning?

**Teacher Education Accreditation Council (TEAC): Principle One, Evidence of candidate learning, Claim #3 Candidates demonstrate the ability to advocate, nurture and sustain instructional programming, counseling programming, and campus culture that serves a diverse community.**

The following essential questions align with the TEAC quality principle, guide the content and instruction, and serve as learning outcomes:
- Is the curriculum’s development based on sound educational theory (motivation and teaching and learning), emerging issues, principles of curriculum design, human development processes and legal requirements?
- How does the administrator in the school facilitate implementation and revision to ensure appropriate scope, sequence, content and alignment of curriculum?
- Is the curriculum appropriate based on the evaluation with use of student assessments to measure learning and ensure educational accountability?
- Does the curriculum promote problem solving, creative thinking and higher levels of cognitive engagement in its design and delivery?
- Does the administrator facilitate the use of technology telecommunications, and information systems to facilitate learning?

**Support for Technology:**

**Blackboard:** All course announcements, documents, assignments and email communication will be delivered via Blackboard. Internet access is imperative. Please utilize Firefox or Chrome web browser for optimal user experience.

The course requires reading, study and the completion of weekly online assignments. The on-line assignments are included the component of the course for grading purposes.

### Course Objectives/Learner Outcomes

**Major Course Objectives:**

**Competency 004**

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
The principal knows how to:

- Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, and legal requirements).
- Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- Promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students’ development and learning.

Social Justice Tenets Guiding this Course

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
• **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.

• **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

### Major Assignments

**Assignment Topics**:

*Grading Rubrics are provided for each assignment in Blackboard.*

- **SHORT PAPER #1**

  **History of Curriculum**: Trace the history of STEM curriculum planning and development in your district. How do teachers use the curriculum today as opposed to five years ago, ten years ago, fifteen years ago? What changes have been made to accommodate the way teachers need to use curriculum today? This paper is about the process in general, not one example as in the research paper assignment. The required length is 2-3 pages. *(not including cover page)*

- **Venn Diagram**: Access the most recent TAPR report for your campus, and the AEIS report from seven years ago. (The links are located in the Curriculum Planning Links course tab) Review the two reports and complete an analysis on the commonalities and differences between the two reporting systems. You will be required to analyze a TAPR report for data planning on your campus, and AEIS you need to remember to pass the TExES Principal Exam. Answer the following: What questions do you have regarding the reports? How do you plan to use them to drive your instructional planning? Complete the Venn Diagram on these reports. *(Please keep a copy of both reports. You will use them later.)*

- **SHORT PAPER #2**

  **Curriculum Professional Reading Summary**: Choose from a list of predetermined topics related to curriculum planning and development. Utilizing your ASCD membership, locate three articles based upon your chosen topic (current within the last 5 years). Summarize the three articles and explain how key points from each could be incorporated into a PLC or professional development opportunity. The required length is 2-3 pages. *(not including cover page)*

Revised: Summer 2016
RESEARCH PAPER – Paper #3
REQUIRED (TEAC CLAIM 3): Curriculum and Technology

Does your district use technology to advance the planning, development or implementation of technology? Research a software application to curriculum planning and development in your district (or another district) and address the advantages and liabilities involved in implementation. The required length is 2-3 pages. (not including cover page)

SHORT PAPER #4

Short Research Paper #4 - Curriculum Development Research Paper
Curriculum Process - Planning and Development:
Research a significant curriculum recently developed at your school or district. Trace the planning and development of the curriculum and instruction for a grade, subject area or program. The required length is 2-3 pages. (not including cover page)

FINAL EXAM: Major Project
Directions: The student will lead a grade level team meeting or subject area team meeting using common assessment data. Disaggregate the data by socio-economic status, ethnicity, and ELL status. Determine which key concepts or learning outcomes are deficient and which are on-target. Determine what teaching/learning strategies are needed to facilitate learning mastery. Create a roadmap for the ensuing six or nine week-grading period that will identify changes that need to be made in teaching/learning strategies, grouping, and assessments. At the end of the paper reflect on the process, specifically on the role of the principal.

The project should contain an agenda for the meeting (including norms/expectations for adult learning, expected outcomes, an overview, and an analysis of the data), the resulting plan, (including details of the plan, staffing requirements, learning objectives, student grouping expectations) and an explanation of how the plan will be evaluated. A one-page reflection including key learning is required. This assignment is collected for TEAC accreditation. You must submit this assignment in Taskstream (The circle icon with 3 colored arrows.)

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Revised: Summer 2016
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**Grading: Point Values**

1. Discussion Boards (7 at 3 points each) 21 points
2. Short Papers (4 at 10 points each) 40 points
3. Research Paper 10 points
4. Venn Diagram 7 points
5. Final Exam Project 22 points

TOTAL: 100 points

**Student Accommodations**

Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should let the professor know about these factors and should then request assistance through UST Counseling Services/Disability Services at 713.525.6983.

**Professional Standards of Behavior for Students and Faculty**

**Academic Integrity**

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the dean of the School of Educations. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own.

**Use of UST Email Accounts and Blackboard**

Helpful numbers:
UST Technology Helpdesk: 713-525-6900
Blackboard Help: 713-525-3153

All email correspondence sent via Blackboard will be accessible through the my.stthom email system.

Please check your email through your my.stthom account daily for
correspondence and announcements.

UST Blackboard use is a requirement in this course.

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<th>Attendance</th>
<th>Participation in all assigned activities in a timely manner constitutes “attendance” in an online class. Failure to actively participate in any of the learning modules will be considered as an absence.</th>
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<td>Late Assignments</td>
<td>It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for late work.</td>
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<td>Incomplete Course</td>
<td>Incompletes are given only at the discretion of the professor for reasons of serious and unavoidable nature. Final decision rests on the professor of record.</td>
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Assignments and Due Dates* (Directions and readings are found in Blackboard.)

Part I – History of Curriculum Development – Due by Wed., September 7, 2016, 11:00 pm

1. Read article “Twenty-five Year of Erosion in the Curriculum”
2. Read article “Curriculum Development Since 1900”
3. DB1 (Discussion Board) Comparison Chart and 1-2 Responses
4. DB1a School Philosophy
5. DB2 Focus Topic of your Research Paper
6. DB3 – Current Controversial Curriculum Issues and 1-2 Responses
7. History of Curriculum – Short Paper #1

Part II – Curriculum Development Methods – Due by Fri., September 30, 2016, 11:00 pm

1. Read article “Curriculum Theory and Practice: What’s Your Style?”
2. Read Solution Tree site - All Things PLC
3. Read “Understanding By Design”
4. Read “Universal Design for Learning”
5. Create Wiki to share Curriculum Planning Resources
6. DB4 – Curriculum Development Models and Planning
7. DB5 – Curriculum Methods and Community of Learners
8. DB6 – Curriculum Methods and Creativity
9. DB6a - Curriculum Needs Assessment
10. Short Paper #2 Curriculum Professional Reading Summary
11. Venn Diagram – (Under the “Assignments” tab)

Part III – Technology in Curriculum and Instruction Due by Sunday, Oct. 23, by 11:00 pm

1. Read Technology TEKS
2. Read Technological Pedagogical Content Knowledge
3. Read Technology Standards for School Administrators – Self-Assessment/Goals
4. Read Digital Citizenship Curriculum
5. DB7 Technology in Curriculum and 1-2 Responses
6. Read CTE
7. DB8 Technology in the Curriculum CTE and 1-2 Responses
8. Read “Teaching the Mobile Tech” Ed Leadership, Vol. 72
10. Short Research Paper #3 - “Technology and Curriculum”

Part IV – Evaluation of Curriculum - Due by Sunday, November 27, by 11:00 pm

1. Read “Rating Curriculum Documents and “12 Tips for Evaluating Educational Programs”
2. DB9 Selecting Curriculum Materials and 1-2 Responses
3. DB10 – List of Top Ten Questions to Ask & Responses

Final Exam Project - Due by Sunday, December 4, by 11:00 pm

*NOTE: This schedule is subject to modification as deemed necessary by the course instructor. Please review announcements and/or your mystthom email daily to keep abreast of any and all course information including date and/or assignment modifications.