Course: EDUC5397  
Curriculum Planning and Development  

Instructor Name:  

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer 2017</th>
<th>Email</th>
<th><a href="mailto:landryl@stthom.edu">landryl@stthom.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>EDUC 5397</td>
<td>Telephone</td>
<td>713-525-3107 Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>713-545-2247 Cell</td>
</tr>
<tr>
<td>Program</td>
<td>Educational Leadership</td>
<td>Skype ID</td>
<td>N/A</td>
</tr>
<tr>
<td>Sections</td>
<td>KL 64</td>
<td>Office Hours</td>
<td>T/TH 1-3:30</td>
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<td></td>
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<td></td>
<td>Or by appointment</td>
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<tr>
<td>IT Help Desk</td>
<td></td>
<td></td>
<td>713-525-3544</td>
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Required Subscription:  
ASCD Student Membership  

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:  

Council for Accreditation of Educator Preparation Programs (CAEP): 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.

<table>
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<tr>
<th>Course Objectives/Learner Outcomes</th>
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<tr>
<td><strong>Major Course Objectives:</strong></td>
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**Competency 003: The principal knows how to collaboratively develop and implement high-quality instruction.**

- Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research.
- Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic development, social, and cultural needs.
- Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment.
- Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards.
- Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning.

**Competency 004: The principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

- Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction.
- Analyzes the curriculum collaboratively to guide teachers in aligning content
across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations.

- Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement.
- Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap.
- Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions.

### 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

**Grading Rubrics are Associated with Each Assignment in Blackboard**

**Mid-Term and a Final Examination Paper:**
The mid-term will consist of a school summary and needs assessment based on a TAPR report. **Mid-Term is due at the end of week 3, Final Paper is due at the end of week 5**

**Major Project: Presentations and Final paper due at the end of week 5**
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 deficit and which are on target. Determine what teaching/learning strategies are needed to facilitate learning. Create a roadmap for the ensuing six or nine week 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 the role of the principal. The product should include an agenda for the meeting or meetings, the resulting plan, and the reflection. **This assignment is collected for CAEP accreditation.**
Topics for Short Research Papers: 3 pages minimum, 3 references minimum see rubric for criteria. Upload to Blackboard on the due date

- Pull the most recent TAPR 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. TAPR you need to know for data planning on your campus, and AEIS you need to remember for passing your TExES exam. What questions do you have regarding the reports? How do you plan to use them to drive your instructional planning? Please keep a copy of the reports. You will use in a later assignment as well. (Due end of week 1)

- (Curriculum Professional Reading) Choose a topic related to curriculum planning and development. Locate two articles based upon your topic (current within 5 years). Summarize the articles and explain how what you have learned could be incorporated into a professional development opportunity. (Due end of week 2).

- (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. (Due end of week 3)

- (Curriculum Process) Research Paper Directions—Curriculum Map—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. APA format should be used for all formal papers. (Final Exam 5-8 pages) Follow the rubric format due end of week 4 or 5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
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C 2.0 73-75%
C- 1.7 70-72%
D 1.0 60-69%
F 0.0 Below 60%

Suggested Grading:

1. Discussion Board (7 @ ) 20 %
2. Reading Reflections and small assignments (10 @ ) 10%
3. Mid-Term examination 15%
4. Major Project 15 %
5. Short Papers 25 %
6. Final Exam 15 %

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

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

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

UST Blackboard use is a requirement in this course.

Attendance
Participation in all assigned activities in a timely manner constitutes “attendance” in
In an online class. Failure to actively participate in any of the learning modules will be considered as an absence.

**Late Assignments**

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.

**Incomplete Course**

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.

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**Student Learner Expectations**

**Week/Session Definition:** In most instances a “Week/Learning Module” begins at 12:01 AM on Monday and ends at 11:59 PM on the following Sunday.

<table>
<thead>
<tr>
<th>Session</th>
<th>Week/Dates</th>
<th>Instructional Focus</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Week</td>
<td>Course Introduction</td>
<td>Review syllabus</td>
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<td>Orientation Module</td>
<td>Introduce yourself on the discussion board</td>
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**Part 1 – History of Curriculum Development**

| 1 | Week | Definition of Curriculum and Principles of Development | 1. What is your personal definition of curriculum? (submit online)  
2. **Read 25 Years** Article and submit reflection.  
3. **Read Summary of Ed Reform Agendas** |
| 1 | Week | Role of School Personnel in Curriculum Development | 1. **Complete Curriculum styles Inventory**  
2. **Curriculum Development Since 1900 article** and submit reflection |

**Part II – Curriculum Development Methods**
<table>
<thead>
<tr>
<th>Week</th>
<th>Models for Curriculum Development</th>
<th>Discussion Board 2</th>
</tr>
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</table>
| 2    |                                  | 1. Read the *Tyler Rationale Summary* and submit a one paragraph reflection.  
|      |                                  | 2. Click on the *Curriculum Theoretical Dimensions Folder* and follow the instructions (be sure to examine the All Things PLC Website and the Understanding by Design Website).  
|      |                                  | 3. Click on the *Principles of Curriculum Development folder* and follow the instructions. |
| 2    | Philosophy and Aims of Education | 1. Read *Goals of Curriculum* Article and submit reflection.  
|      |                                  | 2. Complete the educational philosophies self-assessment and interpret your results.  
|      |                                  | 3. Check out the other interesting resources link and the educational timeline link. |
| 3    | Data-Driven Curriculum Decisions | Research paper/Final Project Topic Description Due  
|      |                                  | Discussion Board 7  
|      |                                  | 1. Using the link, examine the accountability (TAPR) report for your school (you may want to print it for your final project).  
<p>|      |                                  | 2. Submit a 1-2 paragraph description of the biggest areas of need on your campus (based on the TAPR report---- you may have to just pick a school if you don't have one). |
| 3    | Curriculum Goals, Objectives, and Products | 1. Read <em>Tyler Remembered article; Read Tyler Rationale article</em> (i.e., different from the summary). Write a short reflection of your thoughts and submit in the link. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>3</td>
<td><strong>Midterm EXAM</strong></td>
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<tr>
<td>3</td>
<td>Organizing and Implementing the Curriculum</td>
<td>1. Skim the Glatthorn1 article. Pay careful attention to the eight types of curricula, interactions of the curricula, and aligning the most important types of curricula. Provide a 1 or 2 paragraph reflection</td>
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<tr>
<td>4</td>
<td>Instructional Goals and Objectives</td>
<td>Discussion Board 8</td>
</tr>
<tr>
<td>4</td>
<td>Strategies for and Evaluation of Instruction</td>
<td>Presentations of projects to begin</td>
</tr>
<tr>
<td>4</td>
<td>Evaluating the Curriculum</td>
<td>1. Skim all of the articles. Choose one you like and submit a short reflection or response to it.</td>
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**Part III – Evaluation of the Curriculum**

**Part IV – Technology in Curriculum and Instruction**
<table>
<thead>
<tr>
<th>Week</th>
<th>Digital Curriculum</th>
<th>Presentation of Projects</th>
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<tr>
<td>5</td>
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1. Check out the following links in the part IV folder: Digital Citizenship Curriculum; Teaching With Mobile Technology (ASCD Issue); Technology Rich Learning (ASCD Issue).
2. Complete the Technology Standards for School Administrators activity (no submission).

Final Project is Due (link in Part III- Evaluation of Curriculum)

### Part V – Issues in Curriculum Development

<table>
<thead>
<tr>
<th>Week</th>
<th>Current Issues in Curriculum Development</th>
<th>Discussion Board 9</th>
</tr>
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<tbody>
<tr>
<td>5</td>
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1. Read *Rating Curriculum Documents*.
2. Read *Heidi Jacobs* article.
3. Skim *Documenting Curriculum Article*.
4. Read *Curriculum: Making Good Decisions and submit reflection*

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<thead>
<tr>
<th>5</th>
<th>Week</th>
<th>Final Examination Paper due</th>
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</table>

This schedule is subject to modification as deemed necessary by the course instructor. Please review announcements and/or course calendar daily to keep abreast of any and all course information including date changes.

All other discussion boards will be included in class activities. Only complete the ones that are listed.