WESTMINSTER COLLEGE GRADUATE PROGRAM COURSE SYLLABUS

Spring 2019

COURSE #/TITLE: EAD 826: Curriculum and Instruction

COURSE DESCRIPTION: Students will develop the knowledge and skills required of building level school leaders to initiate and support reform in curriculum and instruction. Through an in-depth study of the *Schooling by Design* model, students will learn how to align mission, instruction, performance, and assessment.

INSTRUCTOR: George E. White, Ed.D. 
whitege@westminster.edu
Phone: 814-221-6863
Office Hours: By arrangement.


Excerpts from articles provided by instructor. Narrated slide presentations, podcasts, videos, and websites will also be used to supplement readings.

MEETINGS: This is an eight week online course.
## TENTATIVE COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Module #1</th>
<th>January 7th to January 13th</th>
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<tbody>
<tr>
<td><strong>READING ASSIGNMENTS</strong></td>
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</tbody>
</table>
| • Text Introduction and Chapter 1  
• Domain of Curriculum  
• Avoiding Battle at Curriculum Gulch-Teaching Thinking & Content  
• Curricular Wars |  |
| **ASSIGNMENTS** |  |
| • Week #1 Forum: **Exploring mission**  
• OneNote Activity: School Mission |  |
| **TOPICS** |  |
| • What is a mission?  
• Why does mission matter in school reform?  
• What should be the mission of schooling?  
• What mission will support the **Schooling by Design** model?  
• What are the main features of traditional approaches to curriculum design and why are they so prevalent in schools?  
• Can traditional approaches to curriculum development be the basis for effective schooling and school reform?  
• What is the relationship between mission and curriculum design and sequence? |  |
| **Corollary Standards** | 5A,5C,6E |

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<tr>
<th>Module #2</th>
<th>January 14th to January 20th</th>
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| • Text Chapter 2  
• Curriculum Planning: Vision and Metaphors  
• Alternatives for School Reform |  |
| **ASSIGNMENTS** |  |
| • Week #2 Forum: **What should curriculum accomplish?**  
• Week 1-2 Module Review Assignment  
• OneNote Activity: Enduring Understandings, Habits & Transfer |  |
| **TOPICS** |  |
| • What should curriculum accomplish? (Cont.)  
• What is a “viable curriculum” and can it be “guaranteed”?  
• Can a curriculum based on understanding, transfer, and habit formation meet the demands of state level accountability systems that are generally content-based?  
• What is the role of feedback in school improvement?  
• Which approach to curriculum, challenge-and-discipline-based curriculum or topic-and-activity-based, seems best suited to ensuring that students learn what educators most value as outcomes? |  |
| **Corollary Standards** | 5A,5C |

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<th>Module #3</th>
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| January 21st to January 27th | • Text Chapter 3  
• Perspectives and Imperatives- Re-Searching, Rethinking, and Reordering Curriculum  
• Inquiry into the Hidden Curriculum | IIA, IIC  
Corollary Standards 5A,5C |
|-------------------------------|---------------------------------------------------------------------------------|----------------------------------|
| ASSIGNMENTS                   | • Week #3 Forum: **Guaranteed and viable curriculum**  
• Week 3 Paper                  | TOPICS                           |
|                               | • Explain each of the ten components of the Schooling by Design model.  
• Apply each of the ten components of the Schooling by Design model to a student-selected curriculum problem.  
• Explain how state standards are addressed within the Schooling by Design model.  
• Analyze the implications of delivering a guaranteed and viable curriculum to students.  
• Compare and contrast traditional approaches to curriculum design based on bulleted and hierarchal lists versus the ten components proposed in Schooling by Design.  
• Evaluate the efficacy and challenges of designing accomplishment-focused curriculum backwards from performance goals. |  |
| Module #4 January 28th to February 3rd | READING ASSIGNMENTS  
• Text Chapter 3  
• Text as Resource Not Program | Core Standards  
IIA, IIC  
Corollary Standards 2B |
| ASSIGNMENTS                   | • Week #4 Forum: **What is Schooling by Design?**  
• OneNote Activity: Evidence & Accomplishments. | TOPICS                           |
|                               | • Explain each of the ten components of the Schooling by Design model.  
• Apply each of the ten components of the Schooling by Design model to a student-selected curriculum problem.  
• Explain how state standards are addressed within the Schooling by Design model.  
• Analyze the implications of delivering a guaranteed and viable curriculum to students.  
• Compare and contrast traditional approaches to curriculum design based on bulleted and hierarchal lists versus the ten components proposed in Schooling by Design.  
• Evaluate the efficacy and challenges of designing accomplishment-focused curriculum backwards from performance goals. |  |
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<th>Module #5</th>
<th>February 4th to February 10th</th>
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<td>• Text Chapter 4</td>
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<td>• Defining “Teacher Professionalism” From Different Perspectives</td>
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ASSIGNMENTS
• Week #5 Forum: **How and why should schools depersonalize teaching?**
• Module 3-5 Review
• Research Job Description

TOPICS
• What is "professionalism" and what is its relationship to school reform?
• What are the implications if teachers are permitted to make individual choices about what and how to teach?
• Who should make decisions about a school’s mission and learning goals?
• How should decisions about a school’s mission and learning goals be made?
• What does the Schooling by Design model demand of teachers?
• What are learning principles and what is their role in curriculum reform?
• What learning principles do you propose?
• How can a curriculum development approach aimed at understanding address the needs for schools to be accountable on state-level standardized tests?

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<th>Module #6</th>
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<th>READING ASSIGNMENTS</th>
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<td>• Text Chapters 5-6</td>
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<td>• Why do Principals and Teachers Approach Reform Differently</td>
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<td>• A Principal Looks Back: Standards Matter</td>
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<td>• Why Teachers Must Be Change Agents</td>
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ASSIGNMENTS
• Week #6 Forum: **What should be the role of teachers in curriculum development?**
• OneNote Activity: Learning Principles
• Week 6 paper

TOPICS
• What is the role of the teacher in the classroom and how should each role be matched to the student learning goals?
• What should be the role of the teacher in school reform and curriculum development outside of the classroom?
• How do teachers and school leaders misunderstand the role of the teacher and how do these misunderstandings affect school effectiveness and reform?

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<th>Corollary Standards 2B, 6E</th>
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<th>Corollary Standards 2B, 3A</th>
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<td>Module #7</td>
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| February 18th to February 24th | - Text Chapter 7-8  
- Role of the Principal in Curriculum Implementation  
- Strategy as Leadership: An Alternate Perspective to the Construct of Strategy  
- Strategic Thinking. Untapped Resource for Leaders | IC, ID, IIIC |

Assignments
- Week #7 Forum: **What should be the role of a school leader in curriculum development?**

Topics
- What should be the building-level school leader’s role in curriculum development and school reform?
- What is a strategy versus a tactic and what role do both play in curriculum development and school reform?
- What are appropriate job functions for a school principle?

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<th>Module #8</th>
<th>Reading Assignments</th>
<th>Core Standards</th>
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| February 25th to March 1st | - Chapter 10-11  
- Wiggins: Curriculum Leadership  
- Leadership and Sustainability | IIIC |

Post
- Week #8 Forum: **How should school leaders approach change?**

Final Project (30 Points)
- Due by 11:59 PM March 4th

Topics
- What evidence should be collected to determine that the mission has been attained?
- How should client and staff data be used to evaluate mission success?
- What contextual factors can influence school reform and how should they be evaluated?
- What misunderstandings can be anticipated and how should school leaders respond?
- What guidelines can be used to shape planning and to ensure that effective actions are taken to implement curriculum reform?

**Student Evaluation:**
- Weekly Forum discussions (32 points total)
• Review Assignments (32 points total)
• Knowledge Quizzes & Exams (26 points total)
• OneNote & Research Activities (20 points total)
• Project Papers (40 points/ 20 pt each paper)
• Final Project (30 points)
• TOTAL POINTS 180

GRADING POLICY:
Grading is based on a point system. Letters grades will be assigned based on the course catalog as follows:

94-100    A
84-93.99   B
74-83.99   C
64-73.99   D
0-63.99    F

LATE WORK AND MAKE-UP WORK:
Meeting deadlines is important for any professional employee. As prospective school leaders, students enrolled in the Educational Administration program are preparing for a career that will require them to manage time and meet deadlines.

When students must submit an assignment late due to a serious illness, family emergency, or other compelling reason, work submitted beyond the due date is considered make-up work and, absent other arrangements with the instructor, may be submitted seven days beyond the original due date without penalty. Beyond this, make-up work becomes a "late" assignment and is scored accordingly.

Late assignments are those submitted beyond the original due date without permission of the instructor. Such assignments will be accepted up to seven days beyond the original due date. However, the final score for assignments submitted late will be reduced by an amount equal to 5% per day of the maximum points that can be earned on the assignment. (Example: A paper worth 40 points, submitted three days late and scored 35/40 would be reduced as follows: 35-(3 x 2 points) = 29. After seven days the assignment will received a zero. All forum posts will be scored per the forum rubric.

GOALS AND OBJECTIVES

Course Goal

1. Students will develop curriculum using the Schooling by Design principles.

Course Objectives

1. Evaluate the role of mission in school reform and curriculum development.

2. Compose a mission that supports an understanding-focused education.

3. Explain content-based curriculum design and discuss factors in its prevalence in teacher lesson design.

4. Contrast content-based approaches to curriculum design with understanding-based curriculum design.
5. Identify the implications of mission-based curriculum development in terms of curriculum design and sequence.

6. Critique the value and efficacy of designing curriculum backwards from student understanding, transfer, habits of mind, and performance goals versus content goals.

7. Compare and contrast conceptions of school "disciplines."

8. Explain the role of feedback in improving teaching and learning.

9. Identify worthy accomplishments within given subject areas.

10. Explain each of the ten components of the Schooling by Design model.

11. Apply each of the ten components of the Schooling by Design model to a student-selected curriculum problem.

12. Explain how state standards are addressed within the Schooling by Design model.

13. Analyze the implications of delivering a guaranteed and viable curriculum to students.

14. Compare and contrast traditional approaches to curriculum design based on bulleted and hierarchal lists versus the ten components proposed in Schooling by Design.

15. Evaluate the efficacy and challenges of designing accomplishment-focused curriculum backwards from performance goals.

16. Clarify the concept of "professionalism" (depersonalizing of teaching) and evaluates its importance in curriculum reform.

17. Articulate and defend your learning principles and clarify their role in a mission-based approach to curriculum development and school reform.

18. Explain the relationship between state level standardized testing and the Schooling by Design model of curriculum development.

19. Explain, compare, and contrast the three roles of teachers in the classroom.

20. Explain how to match teacher role to student learning goals.

21. Identify and evaluate common misunderstandings related to the teacher's role both in and out of the classroom, that can undermine mission-based schooling.

22. Apply backward design to develop a job description for a teacher or review an existing job description and evaluate it for alignment with a mission-based approach to schooling.

23. Identify, describe, and evaluate the role(s) of the teacher when not teaching.

24. Articulate and defend a position on the leader's purpose within the mission-accomplished Schooling by Design model.
25. Identify, describe, and evaluate the functions of the academic leader within the *Schooling by Design* model.

26. Compare and contrast strategy versus tactic as related to reaching organizational mission.

27. Explain how to apply strategic principles to improving schools.

28. Identify examples of mission-critical evidence needed to verify that students are meeting a school's mission.

29. Describe the relationship between goal clarification and the selection of measures to assess goal attainment.

30. Identify and clarify observable indicators of school success and mission-accomplishment.

31. Explain the process and function of a force-field analysis.

32. Articulate and critique guidelines for planning the strategic actions required to implement successful curriculum reform.

### Academic Integrity

Online students are expected to adhere to standards for academic integrity as presented on the Westminster College graduate school website:

[http://www.westminster.edu/academics/graduate/ethics.cfm](http://www.westminster.edu/academics/graduate/ethics.cfm)

### Course Expectations

EAD 826 is a core course within the certification program for school leaders. The willingness of students to contribute their ideas to online discussions is a critical factor in the success of this course. In addition, the ability to effectively communicate and collaborate with other educators is a key skill for school leaders. Thus, it is expected that students will participate fully in all discussions and required chats and, in doing so, will adhere to professional standards. This includes providing substantive and clearly articulated comments regarding the work of other class members.

### Additional Required Readings (Full citation provided on D2L)

- Domain of Curriculum
- Avoiding Battle at Curriculum Gulch-Teaching Thinking and Content
- Curricular Wars
- Curriculum Planning: Vision and Metaphors
- Alternatives for School Reform
- Inquiry into the Hidden Curriculum
- Perspectives and Imperatives- Re-Searching, Rethinking, and Reordering Curriculum
- Text as Resources Not Programs
- Defining "Teacher Professionalism" From Different Perspectives
- Why do Principals and Teachers Approach Reform Differently?
- A Principal Looks Back: Standards Matter
- Why Teachers Must Be Change Agents
- Role of the Principal in Curriculum Implementation
HELPFUL WEB LINKS

- https://www.nassp.org/School-Improvement
  National Association of Secondary School Principals- School Improvement Resources

- http://www.education.pa.gov/TeachersAdministrators/PA Inspired Leaders/Pages/default.aspx - Va7KypViko
  PA Inspired School Leadership standards

  Shanker Institute- Building a New Structure for School Leadership

- http://edglossary.org/standards-based/
  Education Glossary

PROFESSIONAL ORGANIZATIONS
Students seeking a career as a building level school leader will want to consider joining one or more of the following professional associations:

- National Association of Secondary School Principals
- National Association of Elementary School Principals
- Pennsylvania Association of Elementary and Secondary School Principals
- Association for Supervision and Curriculum Development
- Pennsylvania Association for Supervision and Curriculum Development

PROFESSIONAL JOURNALS AND MAGAZINES

- Educational Administration Quarterly
- Educational Leadership (Association for Supervision & Curriculum Development)
- Journal of Educational Change
- Journal of Cases in Educational Leadership
- Journal of School Leadership
- National Forum of Educational Administration & Supervision Journal

ADDITIONAL SUGGESTED READINGS
Students actively pursuing a career as a school leader may find the following books helpful to their professional growth.


