

WESTMINSTER COLLEGE
GRADUATE PROGRAM COURSE SYLLABUS

TERM : Spring 20018

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.

Course credit: 3 SH

FACULTY MEMBER: **Dr. Patrick Mannarino**
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Office Hours: by arrangement.

REQUIRED TEXT: Wiggins, G. & McTight, J. (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Paperback: ISBN: 978-1-4166-0580-5

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

MEETINGS: **Tuesday, 5:00 PM to 8 PM**

This class will meet with a combination of online and face to face session during Spring Session 2 of the Westminster College Graduate School. A combination of discussions, small group interactions, readings, research, and additional relevant assignments will be used to interpret and convey the content. Students are encouraged and expected to participate in all class discussions and activities. This class will meet for eight sessions beginning on **March 5** through **April 17**.

TENTATIVE COURSE SCHEDULE:

The instructor reserves the right to change the schedule below as needed. Students are responsible for all the material in the class and textbook (even if we have not covered the textbook topics for the class).

<u>Dates</u>	<u>Course Topic Activity/Assignment</u>	<u>Meets PDE Core/Corollary #s</u>
Week #1 March 5	<p>In Class Activity:</p> <ul style="list-style-type: none"> • Chapter 1: What is the Mission of Schooling? • Activity – Your Mission Statement and What it Says <p>ONLINE MODULE #1 – DUE March 12 by 4 pm</p> <ul style="list-style-type: none"> • Read Chapter 2 and 3 • Module 1 Discussion (10 Points) • Module 1 Scholarly Article 1 (10 Points) <ul style="list-style-type: none"> ○ Mission, Vision, and Beliefs ○ What is Curriculum ○ What should curriculum accomplish ○ Curriculum Reform • Module 1 Essay and Reflection Activity (20 Points) 	Corollary Standards 5A,5C,6E
Week #2 March 12	<p>In Class Activity:</p> <ul style="list-style-type: none"> • Chapter 2: What should curriculum accomplish? • Chapter 3: How should Curriculum be Reformed <p>ONLINE MODULE #2 – DUE March 19 by 4 pm</p> <ul style="list-style-type: none"> • Read Chapter 4 and 5 • Module 2 Discussion (10 Points) • Module 2 Scholarly Article 1 (10 Points) <ul style="list-style-type: none"> ○ Depersonalizing teaching ○ Learning principles ○ Standardized Testing ○ Role of the teacher when teaching • Module 2 Essay and Reflection Activity (20 Points) 	Corollary Standards 5A,5C
Week #3 March 19	<p>In Class Activity:</p> <ul style="list-style-type: none"> • Chapter 4: How should teaching be depersonalized • Chapter 5: What is the teacher’s job when teaching? <p>ONLINE MODULE #3 – DUE March 26 by 4 pm</p> <ul style="list-style-type: none"> • Drop Box Assignment 1 – PAPER 1 (60 Points) • Read Chapter 6 • Module 3 Discussion (10 Points) • Module 3 Scholarly Article 1 (10 Points) <ul style="list-style-type: none"> ○ Role of the teacher when not teaching ○ Teacher as curriculum designer ○ Curriculum’s connection to assessment • Module 3 Essay and Reflection Activity (20 Points) 	Corollary 5A, 5C Core 2A, 2C

<p>Week #4</p> <p>March 26</p>	<p>In Class Activity:</p> <ul style="list-style-type: none"> • Chapter 6: Financial Impacts of Unions <p>ONLINE MODULE #4 – DUE April 3 by 4 pm</p> <ul style="list-style-type: none"> • Read Chapter 7 and 8 • Module 4 Discussion (10 Points) • Module 4 Scholarly Article 1 (10 Points) <ul style="list-style-type: none"> ○ Professional Development ○ Learning Organizations ○ Strategies for School Reform ○ Backward by Design • Module 4 Essay and Reflection Activity (20 Points) 	<p>Corollary 2B</p> <p>Core 2A, 2C</p>
<p>Week #5</p> <p>April 3</p>	<p>In Class Activity:</p> <ul style="list-style-type: none"> • Chapter 7: What is the Job of the Academic Leader • Chapter 8: How backward by design applies to schools <p>ONLINE MODULE #5 – DUE April 10 by 4 pm</p> <ul style="list-style-type: none"> • Read Chapter 9 and 10 • Module 5 Discussion (10 Points) • Module 5 Scholarly Article 1 (10 Points) <ul style="list-style-type: none"> ○ Mission, Vision, and Goals ○ Understandings and misunderstandings ○ Programs and initiatives ○ Essential Questions ○ Evidence Collection ○ Big Picture ○ Goals and Measures ○ Feedback ○ Indicators of Success ○ Assessing for Reform • Module 5 Essay and Reflection Activity (20 Points) 	<p>Corollary 2B, 3A</p>

Week #6 April 10	In Class Activity: <ul style="list-style-type: none"> Chapter 9: Desired results of school reform Chapter 10: What evidence should we collect? ONLINE MODULE #6 – DUE April 17 by 4 pm <ul style="list-style-type: none"> Drop Box Assignment 2 – PAPER 2 (60 Points) Read Chapter 11 and 12 Module 6 Discussion (10 Points) Module 6 Scholarly Article 1 (10 Points) <ul style="list-style-type: none"> Planning School Reform WHERE TO Habits – Good and Bad in curriculum Role of the textbook in curriculum Professional Development Reform Module 6 Essay and Reflection Activity (20 Points) 	Core 1C, 1D, 3C
Week #7 April 17	In Class Activity: <ul style="list-style-type: none"> Chapter 11: What Actions should we plan? Chapter 12: What habits must we confront? ONLINE MODULE #7 – DUE April 24 by 4 pm <ul style="list-style-type: none"> Curriculum Administrator Interview (40 Points) Final Project and Presentation (100 Points) 	Core 1C, 1D, 3C
Week #8 April 24	Curriculum Proposal Presentation	Core 3C

STUDENT

EVALUATION:

A. Student Evaluation and Grading

Grades: Grades will be based on the successful completion of all course requirements. The cumulative possible **500** points will be calculated into percentages. Grades will be determined in the following manner:

A	93-100%	B-	80-82%
A-	90-92%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%	C-	70-72%

Grades of C- and below will necessitate repeating the course and may result in the inability to continue with the major.

- B. Professionalism:** Students are expected to complete all class modules. If you are unable to complete a module, prior arrangements must be made with the instructor (all of these items reflect on your commitment to being a leader).
- C. Class participation:** Students are encouraged and expected to participate in class discussions (online) and activities (shared postings). Learning is not passive. We are interdependent in the learning process and will interact, debate and question.
- D. Integrity in your assignments:** All written assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class and considered late thereafter. Late assignments may lose 10% the first week and 20% the second week. Exams or quizzes that are missed due to illness or other serious cause may be made up if the instructor has been notified in advance of the absence and documentation of the reason has been submitted. It will be the student's responsibility to contact the instructor to make arrangements to make up any exams or presentations missed.

Plagiarism or turning in others' work as your own will result in meeting with the department of education to determine your status as an education major.

Students are expected to adhere to the highest standards of academic integrity. Students should be intimately familiar with Westminster College's Academic Integrity Policy. The Westminster Policy provides a detailed description of those behaviors which are not permitted and the procedures that will be followed in every case of violations of the Pennsylvania Code for Professional Practice and Conduct. Failure to access or become familiar with either code is not a justifiable excuse.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an "F" on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

Note: The content of this syllabus is subject to change at the instructor's discretion.

Academic Course Requirements:

- A. **Discussion Boards (Course Total: 60 Points)-** Information will be posted for the Online Learning Community (OLC) assignments (topics about the reflections will be posted online). Authentic learning involves practical application to real life experiences as well as in-depth dialogue (peer-to-peer) learning around major topics. In order to accomplish this task, students will utilize an instructional method called the "**DHM.**" Specifically, read the assigned chapters/prompts and select topics (two or three) of interest. Next, post online under the thread created; a synthesis of your thoughts. *This counts as one post.* Next, read the other students' posts and respond to a minimum of two other classmates' syntheses. *This counts as a second post.*
- B. **Scholarly Articles (Course Total: 60 Points)** Students will complete two quizzes that reflect higher order thinking, practical application and are comprehensive up to the week of the quiz. The quizzes are short answer responses which will require the student to evaluate what was read and formulate answers; i.e. the answers are not rote memorization. These items are to be completed online in one sitting prior to the due date. The instructor will evaluate, grade and return the score and comments to the students.
- C. **Drop Box Activities (Course Total: 120 Points)-** Students will have multiple written assignments due to the drop box throughout the course.
- D. **Essay and Reflection Activities (Course Total: 120 Points)** Each module will contain a series of essay questions that students will answer and reflect upon addressing a specific area of study from the chapter(s) due to the drop box throughout the course.
- E. **Interviews (Course Total: 40 points) -** Interview with a Central Office Administrator that is responsible for curriculum development in any district of your choice.
- F. **Final Project and Presentation (Course Total - 100 Points) -** From the chapters read, the articles and the OLC dialogue, students will select and complete a final project explained in Module #1. It is recommended that students work on this project throughout the course, use the OLC as a resource to gather information and ideas, and utilize the instructor to help guide the progress of the final project. Please note that the final project must be practical and will be a valuable

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>

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
- Strategy as Leadership: An Alternate Perspective to the Construct of Strategy
- Strategic Thinking. Untapped Resource for Leaders
- Leadership and Sustainability
- Curriculum Leadership

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 - .Va7XKypViko](http://www.education.pa.gov/TeachersAdministrators/PA%20Inspired%20Leaders/Pages/default.aspx-.Va7XKypViko)
PA Inspired School Leadership standards
- <http://www.shankerinstitute.org/sites/shanker/files/building.pdf>
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.

Bolman, L. G. & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership (2nd ed.)* San Francisco: Jossey-Bass.

Dufour, R. & Dufour, R. & Eaker, R. (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: Solution Tree.

Dufour, R. & Dufour, R. & Eaker, R. & Karhanek, G. (2004) *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: Solution Tree.

Fullan, M. (2007). *The new meaning of change (4th ed.)*. New York: Teachers College Press.

Frontier, T. & Rickabaugh, J. (2013). *Five Levers to Improve Learning: How to Prioritize for Powerful Results in Your School*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hargreaves, A. & Fullan, M. (1998). *What's Worth Fighting for Out There*. New York: Teachers College Press.

Hoy, W. K. & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. Boston: McGraw-Hill.

Hargreaves, A. (1995). *Changing teachers, changing times: teachers' work and culture in the postmodern age*. New York: Teachers College Press.

Marzano, R. J. & Waters, T. & McNulty, B.A. (2005). *School leadership that works*. . Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J & Pickering, D. & McTighe (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. B. (2009). *Leading school change: How to conquer myths, build commitment, and get results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schlechty, P. C. (2009). *Leading for learning: How to transform schools into learning organizations*. San Francisco: Jossey-Bass.

Schmoker, M. (2006). *Results now*. Alexandria, VA: Association for Supervision and Curriculum Development.

Senge, P. M. (1990) *The fifth discipline: The art and practice of the learning organization*. New York: Double Day/Currency.

Stigler, J. W. & Hiebert, J. (1999) *The teaching gap*. New York: The Free Press.

Tyack, D. & Cuba, L. (1995) *Tinkering toward utopia*. Cambridge, Massachusetts: Harvard University Press.

Zmuda, A. & Kuklis, R. & Kline, E. (2004) *Transforming schools: Creating a culture of continuous improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.