University of South Florida Sarasota-Manatee Course Syllabus

EDG 6285 Credit Hours
Curriculum Improvement
Fall 2014

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Office Telephone: 941-359-4346
Office Hours: Tuesdays/Thursdays 2-5pm,
Additional Days Upon Request

PREREQUISITES: None

COURSE DESCRIPTION: During the course, students will examine research-based curriculum, assessment, and grading practices for alignment to standards, academic rigor, relevance, and equity. In addition, students will have opportunities to engage in focused conversations and activities designed to assist in the planning and decision-making processes. Lastly, this interactive course will provide students with usable tools to ensure high quality instruction and assessment aligned to standards are taking place on a daily basis.

This workshop-based course is to prepare future district and school leaders to be more effective in improving their elementary or secondary schools by enhancing their vision, insights, knowledge, and skills.

COURSE TOPICS: This course will cover the following content areas:
1. Leading curriculum improvement as a school leader
2. Planning and decision-making as a school leader
3. Instructional Leadership and School Improvement
4. Curriculum design and implementation, including design for school and district levels
5. Assessment systems, authentic assessment and ethical consequences
6. Academic Rigor and Bloom’s Revised Taxonomy
7. Research-based instructional and grading practices
8. Using data for program improvement and professional development
9. Understanding technology in the curriculum development process

COURSE OBJECTIVES: Based on individual readings, group activities, class discussion, guest lectures, and reflective activities, students will:
1. Develop an understanding of the school leaders and curriculum improvement
2. Examine processes for school improvement as they relate to curriculum alignment
3. Identify professional development best practices in conjunction with teacher observations
4. Determine effective strategies use of classroom and school data

COURSE STUDENT LEARNING OUTCOMES:
Upon completion of this course, the following USFSM Domains will be met:
USF SM DOMAINS 1: Visionary and Strategic Leadership; 2: Leadership for Student Performance, 3: Organizational and Resource Management; 4: Collaborative Leadership; 7: Technology Leadership

Upon completion of this course, the following Principal Leadership Standards will be met:

1.1.a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula.
2.3.c. Communicates the relationships among academic standards, effective instruction, and student performance.
2.4.a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.
2.5.c. Promotes school and classroom practices that validate and value similarities and differences among students.

The following FELE Competencies and Skills, Fourth Ed. will be addressed:

1.1.1. Analyze and determine appropriate school learning goals using State Board of Education adopted educational standards and district adopted curriculum
1.4.2. Select effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.
2.2.1. Identify and evaluate professional learning that focuses on student performance as it relates to a school’s goals and objectives.

TEXT AND MATERIALS:
Required:

Recommended:

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class, Canvas will be used for submissions of assignments, grades, and communication with students (announcements, syllabus, etc.)

Information on how to use Canvas is available at:
http://www.usfsm.edu/infocommons/students.php

COMPUTER LAPTOP USE
USFSM requires all students to have laptops that can be brought with them to class.
Students are invited to bring their laptops to class for note taking and group assignments.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.
PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

GRADING, EVALUATION AND ATTENDANCE POLICIES:
A. USFSM policy requires that all students receive a graded assignment or examination prior to November 1, 2014.

B. Assignments are evaluated on the rubric criteria on a point system. Participation is included in the overall grade for the course.

C. Resubmission of work: The intent of the course is to ensure students have processed the concepts, apply the learning to new situations, and synthesize the information at the graduate level. Work that is submitted and graded below 80% of the possible points may resubmit the work for reevaluation.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1: Lit Review Project</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 2: Standards Based Unit – Emphasis on Diversity</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 3: Curriculum Instructional Model Group Presentation</td>
<td>25</td>
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<tr>
<td>Participation</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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ASSIGNMENTS

Assignment 1 Lit Review Project
Choose a level (Elementary, Middle, Secondary) and Subject other than your current position and conduct a Lit Review on curriculum for that particular level/subject. Create a display that could be used for teacher professional development on best practices for that level/subject. Be creative, but be sure the content is clear to the audience. Develop a one-two page handout for the project. Be sure references are included within the project/handout.

Assignment 2 Standards-Based Unit
(Critical Course Task and Possible Portfolio Artifact)
Using the literature review in Assignment, along with the in-class created, standards-based unit checklist, develop a unit to be shared with peers on the subject/level other than
what you current teach. The goal is for each student to create an exemplar unit that can be used as an example in work with other teachers, whether in a professional development context or as part of a supervision and evaluation relationship. Be sure to address diversity as it relates to the unit – meeting the needs of all learners. Provide a one-two page abstract of the unit. The unit will be presented to the class. Visual aids are recommended.

Assignment 3 Curriculum/Instruction Model Evaluation Presentation (Critical Course Task and Possible Portfolio Artifact)
How can a school/district know if a given curriculum model will be effective in helping students succeed academically? How can you assess if a given curriculum model will meet the district, state, federal criteria and address curriculum, instruction, and assessment based on research? Research the curriculum/instructional model and then prepare a 30-40 minute presentation to the using what you have learned from class and prior assignments, accessing the course texts and other resources, and evaluating the merits and deficiencies for your selected program. Advocate for or against adoption of the model. Be sure to address the following criteria: alignment to standards, academic rigor, formative assessments, and researched-based instructional strategies, costs, professional development needs. Provide an interactive presentation to showcase the model.

EVALUATION

<table>
<thead>
<tr>
<th>Grade Assignment</th>
<th>A 94 – 97 4.00</th>
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<tbody>
<tr>
<td>A+ 98 – 100 4.00</td>
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<tr>
<td>A- 93 3.67</td>
<td>B+ 90 – 92 3.33</td>
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<tr>
<td>B 87-89 3.00</td>
<td>B- 86 2.67</td>
</tr>
<tr>
<td>C+ 84-85 2.33</td>
<td>C 79- 83 2.00</td>
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<tr>
<td>D 70-77 1.00</td>
<td>F Below 70</td>
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D. Regular attendance is required as the learning is interactive. Students missing more than one class session will need complete a make-up assignment to process learning activities from the session. Participation grades may be impacted by regular absences or missing partial time of sessions. This is out of respect for the learning environment and impacting the learning of others.

USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic
Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

GENERAL INSTRUCTION FOR STUDENTS
A. Students must read the assigned material prior to class and be prepared to analyze and apply the content.
B. Students who are absent must take the responsibility of getting the material from another student within the class.
**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments Due</th>
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</table>
| Class 1  | Guiding Question  
- What influences curriculum?  
- Orientation  
- Syllabus, Questions, Course Content  
- Pre-assessment of Knowledge  
- Heidi Hayes Jacobs –Curriculum  
- Curriculum from the View of Parents/District/Teachers | Assignment: Investigate your school’s/district vision & mission statements. Complete SIP Process Assessment & Bring to Class |
| Nov. 4   |                                                                         |                                                                                 |
| Class 2  | Guiding Question  
- How does the vision/mission impact learning, and what is the role of School Improvement? |                                                                                 |
| Nov. 6   |                                                                         | Assignment: Investigate your school’s/district vision & mission statements. Complete SIP Process Assessment & Bring to Class |
| Class 3  | Guiding Question:  
- How does school leadership influence curriculum improvement? | Chapters 1 & 2 Leading Curriculum Improvement (Tallerico) |
| Nov. 13  |                                                                         |                                                                                 |
| Class 4  | Guiding Questions:  
- What constitutes a quality assessment system? What is the role of the administrator in assessment?  
- What is the relationship of assessment and School Improvement?  
- Assessment OF Learning  
- Assessment FOR Learning  
- Assessment AS Learning  
- Curriculum Mapping  
- Rick Stiggins Video – Assessment for Learning  
- Doug Reeves Article: The Case Against Zero | Chapter 3 Leading Curriculum Improvement (Tallerico) |
| Nov. 18  |                                                                         |                                                                                 |
| Class 5  | Guiding Questions  
- How do teachers increase academic rigor in instruction and assessment?  
- How do school leaders create a culture of academic rigor? | Read: The Futility of Trying to Teach Everything of Importance – Grant Wiggins Assignment 1 Due: Lit |
<p>| Nov. 20  |                                                                         |                                                                                 |</p>
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<tr>
<th>Class 6</th>
<th>Nov. 25</th>
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| Levels of cognitive complexity  
Alignment of standards, instruction and assessment and relationship to precision of teaching and enhancement of student learning  
A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives |

**Review Project Due**

*Chapters 4 & 5 Leading Curriculum Improvement (Tallerico)*

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<tr>
<th>Class 7</th>
<th>Dec. 2</th>
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| **Guiding Questions:**  
➢ How do administrators ensure the curriculum is being taught?  
➢ How do administrators monitor instructional strategies/student engagement?  
  - Designing learning/teaching activities  
  - Selecting the best instructional strategies  
  - The Joy of Teaching  
  - Classroom Walk-throughs-Review instructional “look fors”  
  - Standards for Authentic Instruction  
  - Futility of Trying to Teach Everything of Importance – Wiggins  

**Assignment 3 Due:**

*Group Presentations on Curriculum/Instruction Models  
Chapter 6 Leading Curriculum Improvement (Tallerico)*

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<thead>
<tr>
<th>Class 8</th>
<th>Dec. 4</th>
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| **Guiding Question:**  
➢ What are the advantages of incorporating a system of continuous improvement?  
  - Understanding Gardner’s Multiple Intelligences  
  - Understanding Differentiated Instruction  
  - Identifying professional development needs and processes: Concern-Based Adoption Model (CBAM) Professional Development – Providing support for Change  
  - Implementing continuous school curriculum improvement |

**Chapters 7 & 8 Leading Curriculum Improvement (Tallerico)**

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<thead>
<tr>
<th>Class 9</th>
<th>Dec. 6</th>
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| **Guiding Question:**  
➢ What are the challenges facing administrators in monitoring and improving instruction?  
  - Evaluating/Advocating for Curriculum/Instruction Models  
  - Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers. ERS |

**Assignment 2 Due:**

*Standards Based Unit Presentations Due*
| Class10 | Dec. 11 | **Guiding Question:**  
|         |        | ➢ **What is the Role of the school leader in curriculum?**  
|         |        | • Develop strategies for curriculum improvement as a new leader |