EDAD 521: Curriculum Development & School Improvement

Table of Contents

EDAD 521: Curriculum Development & School Improvement

Course Welcome

Welcome to EDUAD 521, Curriculum Development & School Improvement. This course is designed to examine the principles underlying the development of a K-12 school curriculum. Emphasis will be placed on methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns. The roles of state and local government, as well as diversity issues, will be examined. Application of curriculum, instruction, and assessment issues will be studied. An understanding of how curriculum design facilitates student-learning opportunities will be scrutinized.

Included is an examination of standards and benchmarks, state and national influence, and curriculum assessments. A continuous conversation will be held throughout the course focusing on these questions:

- What is curriculum?
- Who decides what the curriculum is?
- What is the process to determine what is included in the curriculum?
- How is the intended curriculum monitored?
- How do curriculum, instruction, and assessment blend?

Your textbooks will be excellent resources throughout your program, your assessment/licensure process, and into your career as a building-level administrator. Even if chapters are not assigned, it is strongly encouraged that you read them for your own professional growth as a leader.

Instructor Contact Information

Name: Dr. Jim Bennett

Phone: 574.807.7347

Email: jim.bennett@betheluniversity.edu

Preferred contact method: E-mail or phone

Best time to contact / Office hours: 8:30-4:00 daily

Instructor Email Response Policy

Any course related email sent to the instructor will have a response either by email, phone, or through the LMS within 48 hours.

Course Description and Credit Hours

(3 credit hours) This course will involve the study of curriculum leadership and will examine the practical realities of systemic curriculum and teaching reform for increased student achievement.

It encompasses the wide range of responsibilities engaged in by the school leader as a collaborative member of a leadership team. You will learn to maintain your academic focus on either the National Board of Professional Teaching (NBPTS) or the Professional Standards for Educational Leaders (PSEL) Standards connected with

Educational Leadership Program Standards (ELCC) and the Interstate School Leaders Licensure Consortium Standards (ISLLC), depending upon which track you choose to pursue. All of this aligns with our Bethel University Conceptual Framework.

Course Objectives

At the conclusion of the course, students should be able to:

1. Students will demonstrate understanding of curricular theories. (ELCC 2/NELP 2 & 4)
   - <u>Bethel University Conceptual Framework</u>: Professional Knowledge, Core
   - Knowledge
   - Diversity Standards: #1
   - Technology Standards: #1
   - <u>Assessed by</u>: Final Exam, Pretest/Posttest.

2. Students will assess their own and others curricular philosophies. (ELCC 2/NELP 2)
   - <u>Bethel University Conceptual Framework</u>: Cognate Knowledge,
   - Professional Knowledge, Solves Problems, Engages in Lifelong Learning
   - Diversity Standards: #2, #3, #5
   - <u>Assessed by</u>: LT #2, Curriculum Philosophy Beliefs Activity, Final Exam,

3. Students will plan for curricular change in their schools. (ELCC 2 & 3)
   - <u>Bethel University Conceptual Framework</u>: Plans, Assesses, Solves
   - Problems
   - Diversity Standards: #3, #4

- Technology Standards: #2, #3, #4
- Assessed by: LT#1, LT#2, Trends Paper

4. Students will recognize current trends in curriculum development. (ELCC 2, 3 & 4/NELP 2, 3, & 6)
- Bethel University Conceptual Framework: Professional Knowledge, Core Knowledge, Learning and Leadership Theory, Assesses
- Diversity Standards: #1
- Technology Standards: #3
- Assessed by: Trends Paper, LT#1

5. Students will analyze future curriculum for school improvement. (ELCC 1, 2 & 5/NELP 1, 2, & 6)
- Bethel University Conceptual Framework: Solves Problems, Plans,
- Assesses
- Diversity Standards: #1, #3, #4
- Technology Standards: #2, #3, #5
- Assessed by: LT#1, LT#2, Trends Paper, Final Exam

Program Core Competencies

At the completion of the program, the student should:

1. Understand some of the historical, theoretical, and philosophical influences on the school curriculum.
2. Examine current trends in curriculum development.
3. Develop an understanding of the relationship of curriculum, instruction, and assessment.
4. Examine the role of the standards movement on local, state, and national issues.
5. Examine the role of technology in curriculum development.
6. Become familiar with a model(s) of K-12 curriculum development.
7. Develop a personal philosophy of curriculum development.
8. Develop an understanding of curriculum development that will assist them to actively develop curriculum and assessment strategies in their school district.

Required Textbook / Materials

Title: Curriculum Development: A Guide to Practice, 8th Edition
Author: Jon W. Wiles; Joseph C. Bondi
Publisher: Pearson, 2010
Published ISBN: 978-0137153305

Textbooks and other required course materials can be purchased from the [online campus bookstore](#).

Course Requirements

Any online course activities assigned to the course are performed within Canvas.

Additional web sites and related web-based activities, if assigned, will be accessed through the course or through web links provided for web sites located outside the course.

Final Grade Calculation

Grade Distribution

Assignment	Point Value
Online Discussions	70 pts (10pts each)
Understanding by Design Paper	10 pts
Textbook Reading Reflection Paper	10 pts
Learning Team Project: Curriculum Survey	100 pts
Trends Paper	100 pts
School Improvement Plan Review	10 pts
Total	300

Grading Scale

Letter Grade	Percent
A	100% - 94%
A-	< 94% - 90%
B+	< 90% - 87%
B	< 87% - 84%
B-	< 84% - 80%
C+	< 80% - 77%
C	< 77% - 74%
C-	< 74% - 70%
D+	< 70% - 67%
D	< 67% - 64%
D-	< 64% - 60%
F	< 60% and below

Netiquette Policy

In an online course, almost all your interactions with other people will be through the internet. This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone, but do so graciously and constructively. Pause before writing emails or posts when you are angry, and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted, and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

Learning Activities and Tests

Course Participation

Class Participation

Each week a portion of the course will be devoted to a class discussion related to a particular concept or topic. It is expected that each student will participate in this discussion. In-class discussions are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented

Online Participation

In the event of classroom meeting cancelation due to a campus scheduled holiday or severe weather, the scheduled class session will continue online. The following requirements are for online discussions:

The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references to support their opinion. Any use of references must be properly cited using APA format.

Each student is required to reply to a minimum of two student initial posts. The reply post is a minimum of 100 to 150 words. This post must include a level of detail, analysis and reflection.

To receive the minimum points possible for a weekly discussion requires each student to post their initial discussion response on the regular night of the class session and two student reply

posts by day four of the session – unless otherwise directed by the instructor. Access the discussions several times in the weekly sessions to remain current and active in the discussion.

Post / Response Guidelines

For the dialog to remain productive, in either an online or a classroom discussion, Bethel University requires each person to conduct themselves in a responsible manner by adhering to the following guidelines. These help to maintain a collaborative and congenial environment by reminding us all that whether we communicate online or in the classroom, we are engaging real people.

Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and "learn," so when you share a comment, stay on topic and explain your point of view.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

Major Assignments

Understanding by Design Writing Assignment – After viewing the videos provided and completing the readings, you are to write a SHORT Reflection Paper (3/4 to 1 page) on this method of curriculum design. Be sure to include:

- Your reaction to the overall design process
- The advantages of incorporating this particular method into curriculum design
- Possible concerns or area when caution might need to be exercised.

Some of you have used resources by Wiggins and McTighe for other courses or in your own curriculum development. Does this method/process work for you? Why or why not?

Please remember that this paper is to be written in APA format and it should include at least two citations.

Textbook Reading - Reflection Paper – Read the Chapter 3 related to Managing Curriculum Development in the text. This chapter has critical information and will help you as you complete the rest of the assignments in this course.

You are to share your reflections from this chapter in a one-page paper. Be sure to include what ideas, strategies, and/or information was new to you and what information from the chapter validated your current understanding.

Learning Team Project: Curriculum Survey – You will be a part of a "Learning Team" for this project. Teams will range in size from 2 to 4 members. During the first week of class, you are to send an e-mail to the professor if you have a suggestion or request for who is on your Learning Team. If you are uncertain who is in the class, review the class list shared in an announcement. If you do not have a preference for Learning Team members, simply send an e-mail to the professor with the words, "No preference for my Learning Team" in the Subject Line. Please Note: It may not be possible to honor all requests/suggestions. The professor retains the right to create groups based on overall class/course needs.

As a Learning Team, you are to create a survey and poll a number of teachers, administrators, students, and/or parents to learn what they feel is most relevant to the curriculum and what critical topics they believe may have been left out. Your team must incorporate technology by utilizing an online survey tool – you may choose the online survey tool that best meet your needs. You might consider SurveyMonkey, Polldaddy, Survey Planet, SurveyNuts, etc. Be sure your sample size is adequate to allow you to draw conclusions – in most cases this would be a minimum of 25 individuals. If you are able to include additional respondents, that would make your end product stronger.

Your Learning Team will present your group's findings using PowerPoint. The presentation should be designed as if the group was making a presentation to a community group or the School Board. Include charts, tables, or graphs as appropriate. We know that not all modifications or changes to the curriculum that are desired by the community are wise or prudent, your group is to draw conclusions and make recommendations for curricular changes based on your findings from the poling you did, while incorporating educational research and current legislation to support proposed changes or to defend certain aspects of the curriculum that are nonnegotiable (they are required).

Trends Paper – Students will write a 4-5 page paper on a trend in curriculum, following the outline provided. The paper should be written in third person APA formatting. Students have the option of including first person in just the last paragraph/section, where personal opinions and recommendations are expressed. Remember that each section will need in-text citations to reference the source of the ideas (except for the opinion/recommendation section at the end of the paper).

Students will use the outline below and address the questions below.

1. What curricular changes will we see in the next 10 years and why?
2. What will be the content of the curriculum in the next ten years?
3. Who and what will influence the curriculum?
4. Who will be involved in its development in the next ten years?
5. What part will YOU play in curricular development in the next ten years?
6. How will these changes impact you personally?

When crafting your paper, you do not necessarily need to break and include a heading for each section when answering the specific questions/categories. It is fine for the paper to flow from one section to another without headings.

School Improvement Plan Writing Assignment – *Review the information on the following web sites:*

DOE – School Improvement

DOE – School Accreditation

These web sites are part of the Indiana Department of Education and they provide information about school improvement and accreditation. One part of accreditation is the school improvement process. Look at the School Improvement Plan documents on the website. You will also need to go to other schools' web sites to check if they share their school improvement documents. Be sure to find the school improvement plan of the school where you teach (or the district where you live). What do you know about the school improvement process in your school corporation or in the schools in the district where you live?

Based on the information you reviewed, write a one-page review/summary regarding the improvement process in your school or corporation.

Course Schedule

Module/Week 1: History and Theory of Curriculum Design		
Devotional	God's People at Work: Lydia	
Learning Resources & Learning Assessment	Curriculum Design Resources in Canvas	
	Discussion Board in Canvas	

Module/Week 2: Understanding by Design

Devotional	A New Pattern of Work: Humility	
Learning Resources & Learning Assessment	Understanding by Design Writing Assignment	
	Discussion Board in Canvas	

Module/Week 3: Managing Curriculum Development

Devotional	God's People at Work: Jesus	
Learning Resources & Learning Assessment	Textbook Reading – Reflection Paper	
	Discussion Board in Canvas	

Module/Week 4: Learning Team Project: Curriculum Survey

Devotional	God's Coworkers: Redemption Agents	
Learning Resources & Learning Assessment	Learning Team Project: Curriculum Survey	
	Discussion Board in Canvas	

Module/Week 5: Global Perspectives

Devotional	God's Coworkers: Work That Beautifies	
Learning Resources & Learning Assessment	Discussion Board in Canvas	

Module/Week 6: Trends in Curriculum

Devotional	A New Pattern of Work: Integrity	
Learning Resources & Learning Assessment	Trends Paper	
	Discussion Board in Canvas	

Module/Week 7: **School Improvement Process**		
	Devotional	A New Pattern of Work: Who Is Boss?
	Learning Resources & Learning Assessment	School Improvement Resources in Canvas
		School Improvement Plan – Writing Assignment
		Discussion Board in Canvas

Outline of an online course weekly session:
- Sunday to Tuesday will be reading days. Spend these days reading in required chapters, watching assigned videos, working on long-range assignments, etc.

- On Wednesday, post your initial response to the class discussion. On some weeks you will see two online discussion questions. Typically, this means that one is a group discussion (we all interact in this discussion) and the other is a posting that will not require additional replies. The Wednesday post date for your initial post is firm.

- Thursday to Saturday, finish up the discussions and required replies. It is strongly suggested that students find a few hours each day to log into the class from Wednesday to Saturday for participation in the online class discussions. It is also recommended that you continue to work on long-range assignments.

Bethel University Policies and Resources

To view all Bethel University policies and information, please review the [Student Handbook](#).

Attendance

Classroom Attendance

Classes are accelerated, and there are no "free" or "automatic" absences. Student success in the course work and in personal and small group relationships requires regular class attendance. A student may be considered absent if he/she attends only a part of the class. Please see the Student Handbook for the Attendance Policy.

Online Attendance

The academic week is seven days for an online session, which begins Sunday morning and ends Saturday night. When an on-ground course moves to an online week, due to a holiday, the week is based on the night the class normally meets (i.e. if the class meets on Monday night then the online session will be from Monday night through Sunday night of the following week). To receive full credit for online attendance, you must login AND complete one of the following items as directed by the instructor:

- Submit an academic assignment.
- Submit a quiz or exam.
- Participate in a posted online academic discussion.

Note that the following actions will not count as attendance:

- Logging into class without active participation does not constitute online attendance.
- Work done in a lab or other outside environment will not count toward online attendance.
- Assignments completed the week after the online assignment is due will not count toward online attendance for the previous week.

It is best-practice for students to access the online course a minimum of three days during each week to understand the subject fully and to be successful in class.

Late or Make Up Work

It is important for students to submit work on time as scheduled in the class. This allows the instructor time to grade the material and provide feedback if necessary. Circumstances may interfere with the ability to submit an assignment on time. However, as a student you agree to take the class and therefore agree to submit work on time.

Students are encouraged to work ahead to avoid late assignments. Please communicate with your instructor promptly if you have extenuating circumstances that may contribute to a late assignment.

Assignments (excluding discussion questions) will be accepted late, subject to a 10% deduction off the earned grade per day late (24-hour period), for up to 3 days. No assignments will be

accepted after 3 days. Discussion posts and responses that are not posted by the due date will receive 0 points and are not accepted past the due date.

All work must be completed and submitted by the end of Week 7 of the course. No work will be accepted after the last day of the course.

Class Cancelation / Weather Policy for Online Courses

In the advent of a classroom meeting cancelation due to a campus scheduled holiday or severe weather, the online course schedule will be maintained. Campus closures do not affect the online course schedule.

Plagiarism

Any act of deceit, falsehood or stealing by unethically copying or using someone else's work in an academic situation is prohibited. A student found guilty of plagiarism will receive an "F" for that paper, assignment or exam. The instructor will have an interview with the student and submit a written report to the Program Coordinator for the area in which the student is enrolled. If a second offense should occur, the student will be required to appear before the instructor, the coordinator and the dean of the academic program. At this point the student's continuation in the course and academic career are in jeopardy. Students are encouraged to refer to the Bethel Library's online help for proper citation.

Disability Services

The Americans with Disabilities Act (ADA) is a law that provides civil rights protection for people with disabilities. Bethel University is compliant with equal access laws and requests students with disabilities The Center for Academic Success (CAS) is located in the lower level of the Miller/Moore Academic Center.

If you have a disability, or think you have a disability, please make an appointment by calling Disability Services at the Center for Academic Success at (574) 807-7460 or (574) 807-7462 or email academicsucccess@betheluniversity.edu.

Bethel's website offers more detailed information under CAS. Please check out the Student Guide for Disability Services.

Information Technology Help Desk

The Help Desk is open Monday-Thursday from 7:30 a.m. - 6 p.m. and Friday, 7:30 a.m. - 5 p.m., during the fall and spring semesters, and 8 a.m. - 5 p.m. during the summer (starting May 1). Hours may vary on holidays and breaks.

Contact the Help Desk at helpdesk@betheluniversity.edu or by calling (574) 807-7777.

Library

Bethel's Bowen Library offers a range of resources and services, both online and physical, to all students enrolled at Bethel University. All online resources are available at the library website.

Almost all periodicals and journals are available online, and there is a wide selection of e-books available as well. Off-campus access to these resources requires an active Bethel login account. For assistance in locating information, librarians are available to answer questions via email (Ask a Librarian), phone, or in person during regular business hours. For physical resources, students are able to use the library catalog to locate books and resources that are held either by Bethel or any other library. Students may use the catalog to request books from another library and have them delivered to the Bowen Library.

Students may also go to any PALNI library or to Notre Dame or Holy Cross and check material out in person with a valid student ID. PALNI is a consortium of several academic libraries in Indiana of which Bethel is a member; some nearby member libraries include Saint Mary's, Associated Mennonite Biblical Seminary, Goshen, and Grace. In addition, physical books and journals, the Bowen Library provides study spaces, computers, and printers (included a web print station) to all students.

Syllabus Acknowledgment

Enrollment in this course is considered an acknowledgment that the student will review and follow the course syllabus and additional college policies as stated within the student handbook, college catalog and student information provided by the college through the campus website.

This syllabus is not a legal contract, but serves as a general outline for the semester. The instructor reserves the right to make adjustments to the course as the need arises.