



Course Syllabus

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| COURSE NUMBER: EDUC 5460 | COURSE TITLE Curriculum Design | TERM: Fall 2007 |
| SITE: | INSTRUCTOR CONTACT INFORMATION: smithshelleyp@rockwood.k12.mo.us 636-207-2579, vm # 323 | CREDIT HOURS: 3 |

1. COURSE DESCRIPTION: This course is designed to help practicing teachers, and professionals in related fields, reflect upon the relationship between curriculum and understanding. Students will evaluate factors which impact the design and delivery of effective curriculum in order to improve the instructional process, the learning experiences, and ultimately the depth of student *understanding* in the classroom. Students will investigate and apply the principles of "Backward Design" (Wiggins & McTighe) to develop a curriculum unit that has direct application to his/her particular teaching/work situation.

2. LEARNING OUTCOMES:

| Course Outcomes | Program Goals | SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed |
|-----------------|---------------|--|
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|---|---|---|
| <p><u>Students should know:</u></p> <ul style="list-style-type: none"> ○ The essential components of curriculum that reflect the “backward design” philosophy . ○ A variety of methods for measuring comprehension. ○ A variety of methods for differentiating instruction. | <ul style="list-style-type: none"> ☐ 1.0 Develop a knowledge base in relevant discipline/content areas ☐ 2.0 Demonstrate expertise with curriculum design ☐ 3.0 Engage in reflective practice ☐ 4.0 Address individual differences among learners | <p><u>Students will:</u> analyze and implement curriculum, assessment, and instructional practices that maximize student understanding. (MoStep 1,2, 3, 4,)</p> <p>investigate and integrate best practices in curriculum design; including questioning, acceleration, differentiation, real-world connections, problem-based learning, and the use of technology and assessment strategies. (MoStep 1,3,4,5,8)</p> <p>develop and evaluate an effectively designed curriculum unit. (MoSteo 2,3,4)</p> |
| <p><u>Students should understand:</u></p> <ul style="list-style-type: none"> ☐ The relationship between curriculum design and students’ understanding. ☐ The role of the teacher in designing, implementing, and evaluating curriculum. ☐ The “realm of educational possibilities” the real world offers. The rationale for incorporating real world issues/experiences/skills in curriculum units. | | |
| <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> ☐ Design a curriculum unit that reflects comprehension of the “backwards design” process and effectively applies concepts learned in class. ☐ Determine real world connections that will engage students in meaningful learning experiences and result in the intended understanding. ☐ Differentiate instruction to meet students needs, interests, and abilities. | | |

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

- Week 1** Course overview
What is curriculum?
Role & function of curriculum in schools
The “realm of possibility”
- Week 2:** The teacher’s role in causing learning
Role & function of curriculum in schools
Read for today: Chapter 1, What is backward design?
- Week 3** Backwards Design: Stage 1:Identifying desired results
Standards-based curriculum
Focusing on the BIG picture
Characteristics of understanding
Read for today: Chapter 2: Understanding understanding
Due today: Current media article about curricular related events/concerns with your reflections and conclusions
- Week 4** Framing overarching questions/ essential questions/topical questions
Determining what students should know, understand, and be able to do
Writing the purpose statement
Read for today: Chapter 3: “Gaining clarity on our goals” & Chapter 5, “Essential questions: doorways to understanding”
- Week 5** Discussion of Stage 1 progress
Peer review & personal feedback
Write/feedback/revise = a continuous cycle
Due today: Unit purpose statement/rationale, culminating real-world project, & timeline
- Week 6** Backward Design Stage 2: determining acceptable evidence
Transforming understanding into performance
Designing a scoring guide
Read for today: Chapter 7: Thinking like an assessor
- Week 7** Exploring assessment options
Developing criteria for culminating projects
Aligning assessment with instruction
Read for today: Chapter 8: Criteria & validity
- Week 8** Peer review & feedback on Stage 1 & 2
Planning for peer presentations on differentiation
Due: Scoring guide (rubric) for your unit
Article/supplemental information about selected method of differentiation
- No class Fall Break**
- Week 9** Feedback on Stage 2 progress
Integrating differentiation strategies in curriculum design
Due: Group Presentations of Differentiation Strategies
- Week 10** Stage 3 Backward Design: Planning for learning
Designing effective learning experiences: the teacher’s crucial role
Writing measurable learning objectives

Read for today: Chapter 9: “Planning for learning”

- Week 11** Exploring the connection between the classroom environment & the curriculum
Read for today: Chapter 10: “Teaching for understanding”
Today: Field trip or alternate assignment due
- Week 12** Coherency: Making sure all the pieces “fit”
 Reflecting on and improving coherency in your curriculum
Due: One sample lesson plan that meets unit criteria
- Week 13** Feedback on Stage 3 progress
 Individual work time in class: bring laptops
- Week 14** Where do we go from here?
 A building block or a stepping stone?
- Week 15** **Student presentations/** Peer evaluation
- Week 16** **Student presentations/** Peer evaluation
Curriculum units due

4. RESOURCES:

Required Text(s):

Understanding by Design, by Grant Wiggins and Jay McTighe

Understanding by Design Professional Development Workbook by Grant Wiggins and Jay McTighe

Supplemental Readings: Articles from contemporary education journals, curriculum materials from schools and districts, Internet resources, community publications

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

| Assessments | Links to Course Outcomes | Percentage of Grade |
|--|---|---------------------|
| Reflection on current literature related to curriculum design | Refer to previous chart of what “Students should know, understand & be able to do” See the Curriculum Design Final Unit Scoring Guide following this section | 5% |
| Design of unit purpose statement/rationale, real-world culminating activity, unit timeline | | 5% |
| Design of analytical scoring guide for unit culminating project | | 5% |
| Peer teaching presentation of differentiation strategy | | 5% |
| Design of sample lesson plan for unit | | 5% |
| Student culminating “Presentations of Learning” | | 5% |
| Class Participation | | 20% |
| Curriculum Unit reflecting application of course concepts | | 50% |

6. GRADING SCALE:

Education 5460 Curriculum Design
Instructor: Shelley Paul Smith
Final Unit Scoring Guide

| | C | B | A | |
|---|--|--|---|--|
| Stage 1 Identify desired results | <p>Stage I does not reflect comprehension of the concepts taught in the graduate level curriculum design course.</p> <p>___ Language is unclear, uses jargon is not easily understood by students/parents.</p> <p>___ Rationale supporting importance of the unit lacks focus, is unconvincing, unsophisticated.</p> <p>___ Desired results & enduring understandings need further clarification. It is not clear what students will know/understand/be able to do as a result of the unit.</p> <p>___ Connection to students' world has not been clearly stated.</p> <p>___ The culminating project/experience does not relate to the big idea/enduring understandings</p> <p>___ Supporting standards are not listed/ or are not directly related to course goals.</p> <p>___ The timeline does not show how the presentation of information will lead to success on the culminating activity.</p> | <p>Stage I contains most of the required elements and reflects a basic comprehension of the backwards design process:</p> <p>___ The unit purpose is stated.</p> <p>___ The overarching question/essential questions/ topical questions are identified.</p> <p>___ What students should know/understand/be able to do are stated.</p> <p>___ A real-world culminating activity/project/product is identified</p> <p>___ Relevant supporting state/district/ or other applicable standards are included.</p> <p>___ The timeline shows a reasonable allocation of time to accomplish the stated objectives.</p> | <p>In addition to elements stated in the previous level, Stage I clearly reflects comprehension of concepts taught in the curriculum design course and includes:</p> <p>___ Learning that is framed around enduring understandings and essential questions.</p> <p>___ Supporting rationale that has clarity and conviction and is easily understood by students & parents</p> <p>___ Coherency between the stated purpose and the culminating activity</p> <p>___ Opportunity for engaging and authentic real - world work that is meaningful to students.</p> | <p>In addition to elements stated in the previous level, Stage I clearly reflects sophisticated comprehension of concepts taught in the curriculum design course and includes:</p> <p>___ Essential understandings that are provocative & challenge the "core" of the discipline</p> <p>___ Learning/experiences that are centered around a unit of investigation.</p> |

| | C | B | A- | |
|---|--|---|--|--|
| Stage 2 Determine table evidence | <ul style="list-style-type: none"> <input type="checkbox"/> Unit activities and/or the culminating project do not offer clear opportunity for students to demonstrate comprehension of the stated learning goals. The assessment plan is not valid. <input type="checkbox"/> No criteria sheet for the culminating activity is provided. <input type="checkbox"/> The final evaluation doesn't assess the stated learning objectives. <input type="checkbox"/> Levels of achievement on the final evaluation are not defined. <input type="checkbox"/> The language in the final evaluation is not clear and easily understood by students/parents. | <ul style="list-style-type: none"> <input type="checkbox"/> The unit leads to an appropriate culminating activity/project/experience or performance task. <input type="checkbox"/> A criteria sheet describing requirements for the culminating activity/project is provided. <input type="checkbox"/> A scoring guide/or assessment is provided <input type="checkbox"/> Descriptors on the final evaluation describe levels of student performance. | <p>In addition to the previous criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The performance task and assessment are coherent with the unit focus. <input type="checkbox"/> The performance task, criteria and correlating scoring guide clearly align assessment with instruction. <input type="checkbox"/> The final evaluation uses valid descriptors and clearly defines levels of performance. <input type="checkbox"/> The scoring guide is understandable to students & parents, and clearly relates what students have learned and are able to do. | <p>In addition to the previous criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The performance task and assessment are coherent with the unit focus. <input type="checkbox"/> The performance task, criteria and correlating scoring guide clearly align assessment with instruction. <input type="checkbox"/> The final evaluation uses valid descriptors and clearly defines levels of performance. <input type="checkbox"/> The scoring guide is understandable to students & parents, and clearly relates what students have learned and are able to do. |

| | C | B | A- | |
|---|--|--|---|---|
| Stage 3 Learning Experiences | <p>The learning experiences lack a significant number of the required criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning objectives for each lesson stated in measurable terms. <input type="checkbox"/> New learning for the lesson <input type="checkbox"/> Vocabulary <input type="checkbox"/> Closure questions & activities <input type="checkbox"/> Materials/ resources <input type="checkbox"/> Differentiation strategies <input type="checkbox"/> Integration of technology <p>The learning experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do not clearly describe the teacher's role in helping students meet the stated learning objectives. <input type="checkbox"/> Are not coherent with the unit focus and final assessment <input type="checkbox"/> Do not offer students sufficient opportunities to interact with the content <input type="checkbox"/> Lack variety in the presentation of information and the learning experiences. | <p>The learning experiences include most of the required criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning objectives for each lesson stated in measurable terms. <input type="checkbox"/> New learning for the lesson <input type="checkbox"/> Vocabulary <input type="checkbox"/> Closure questions & activities <input type="checkbox"/> Materials/ resources <input type="checkbox"/> Differentiation strategies <input type="checkbox"/> Integration of technology <p>The learning experiences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are coherent with the unit focus and assessment. <input type="checkbox"/> Learning experiences are linked to each lesson's measurable learning objectives <input type="checkbox"/> The learning experiences help students know/understand/and be able to perform the knowledge/concepts/skills identified in Stage I. | <p>In addition to the previous criteria, the learning experiences consistently include all unit criteria and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are effective and engaging <input type="checkbox"/> Will reliably provoke the desired understandings, and will equip students to succeed in the culminating activity. <input type="checkbox"/> Integrate real-world experiences. <input type="checkbox"/> Are varied in format and instructional delivery. <input type="checkbox"/> Include a variety of resources and technology in the daily learning experiences. | <p>In addition to the learning experiences, the learning experiences include all unit criteria and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are of high quality <input type="checkbox"/> Reflect a variety of instructional strategies <input type="checkbox"/> Include challenging activities <input type="checkbox"/> Provide opportunities for students to learn through a variety of modalities <input type="checkbox"/> Integrate learning experiences that reinforce |

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

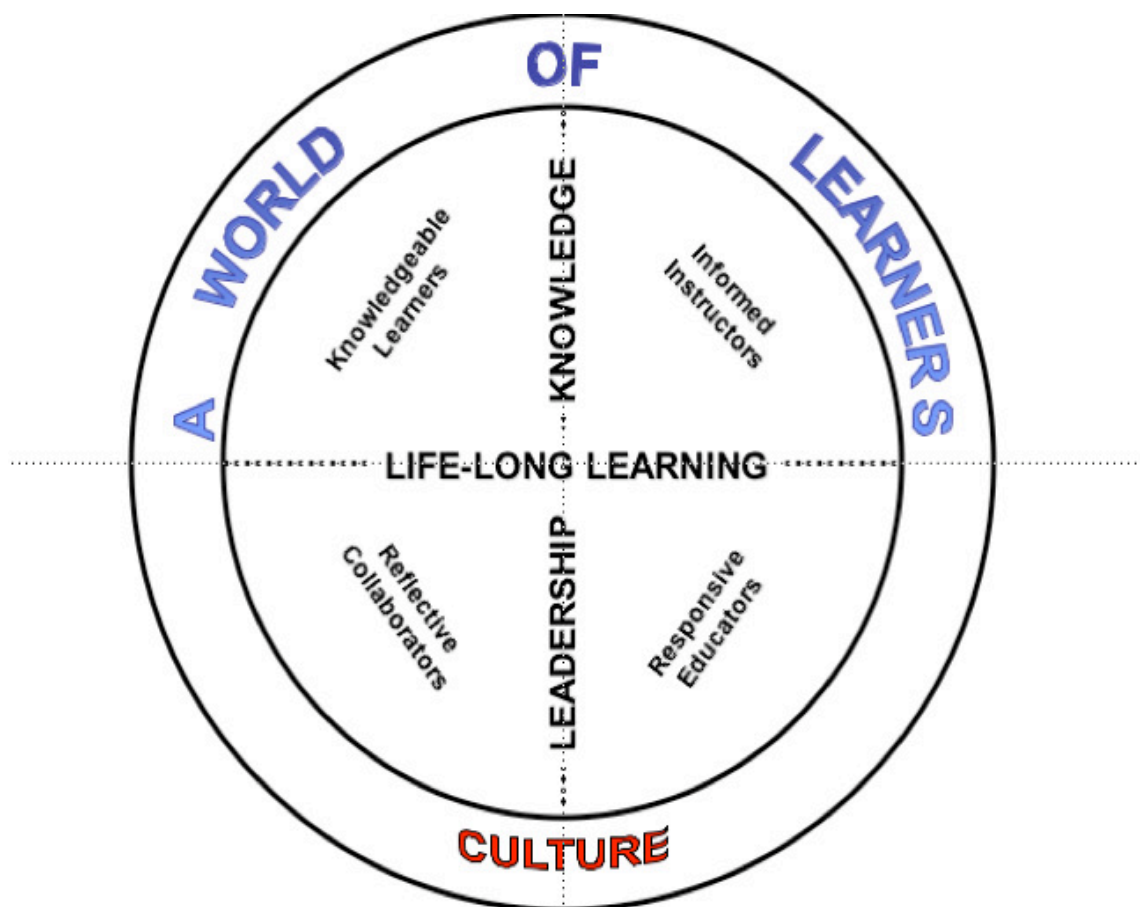
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).