



Syllabus

Instructor Information

Instructor: Dr. Carrie Ausbrooks

Email:
causbrooks@uta.edu

Office: Trimble Hall 104C
Office Phone: 817.272.5475

Office Hours:
by arrangement

Course Developer: Dr. Rhonda McClellan

Section Information

Course Description: EDAD 5305—Curriculum Design, Implementation, and Evaluation
An examination of theory and research in curriculum development, implementation, and evaluation. Emphasis on current trends in the content areas.

Course Objectives:

Through this course, students will explore the roles and responsibilities of campus leaders who assist in the development and supervision of curriculum and instruction. Specifically, students will examine district, campus, and classroom perspectives regarding curriculum design and evaluation, investigate supervision and implementation of curriculum in the classroom through research-based approaches, and predict their own roles and responsibilities as they pertain to curriculum development and supervision.

Student Learning Outcomes:

By the end of the course, students should be able

- To synthesize the district, campus, and classroom perspectives regarding the recommended, written, taught, and tested curriculum
- To propose various strategies for supervising the taught and tested curriculum.
- To identify particular strategies for helping teachers target relevance and variation in the written and taught curriculum.

National Standards: National Policy Board for Educational Administration (2011).
Educational leadership program recognition standard: Building level. Washington, DC:
Author.

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes

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the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national

decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Targeted State TExES Standards and Competencies
Domain II—Instructional Leadership

Competency: Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Tentative Required Texts:

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-3166-0284-2

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-4166-0284-2

Tentative Required Articles: (available within course)

Downey. (2004). Understanding the rationale underlying the walk-through and reflective practice approach. Retrieved from: www.sagepub.com/updata-6560_downey_ch_1.pdf April 2, 2013.

Jones, K. A., Vermette, P. J., & Jones, J. L. (2009). An integration of “backwards planning” unit design with the “two-step” lesson planning framework. *Education*, 130 (2), 357-360.

Robinson, C. (2009, April). Using ASQ’s Body of Knowledge to answer common questions. *Journal for Quality and Participation*, 25-27.

Using the classroom walk-through as an instructional leadership strategy (2007). The Center for Comprehensive School Reform and Improvement: Newsletter.

Overview of Modules

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Module	Description
Module 1 The Big Picture Types of Curriculum, Systems Thinking, and Recommended Curriculum	<p>This module will target:</p> <ul style="list-style-type: none">• The types of curriculum• Systems thinking• Recommended Curriculum• District leaders' perspectives regarding curriculum• Lessons from <i>Understanding by Design</i> <p>Reading: Wiggins & McTighe (2005). <i>Understanding by design</i> (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Assignment: Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during module 5 of the course.</p> <p>Post Discussion Thread response and reply to at least two other students' postings. Try to post by Saturday noon so others will have plenty of time to read and respond by Sunday evening.</p>
Module 2 The campus perspective, written curriculum, and thinking at high cognitive levels	<p>This module will target:</p> <ul style="list-style-type: none">• Written curriculum• Campus Leader's/principal's perspective• Rigorous Curriculum/instruction• Lessons from <i>Body of Knowledge</i> <p>Reading: Robinson, C. (2009, April). Using ASQ's Body of Knowledge to answer common questions. <i>Journal for Quality and Participation</i>, 25-27.</p> <p>Assignment: Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during week 5 of the course.</p> <p>Post Discussion Thread and reply to at least two other students' postings. Try to post by Saturday noon so others will have plenty of time to read and respond by Sunday evening.</p>
Module 3 The classroom perspective, relevant and varied curriculum/instruction	<p>This module will target:</p> <ul style="list-style-type: none">• Taught and Tested curriculum• Teacher's perspective about curriculum and instruction• Relevant/varied Curriculum/instruction• Lessons from <i>Differentiated instruction and Understanding by Design</i> <p>Reading: Tomlinson, C. A., & McTighe, J. (2006). <i>Integrating differentiated instruction and understanding by design: Connecting</i></p>

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	<p><i>content and kids</i>. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-3166-0284-2</p> <p>Assignment: Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during week 5 of the course.</p> <p>Post Discussion Thread and reply to at least two other students' postings. Try to post by Saturday noon so others will have plenty of time to read and respond by Sunday evening.</p>
<p>Module 4</p> <p>The supervisor's perspective, strategies for teaching rigorous, relevant, and varied curriculum</p>	<p>This module will target:</p> <ul style="list-style-type: none">• Written, Taught and Tested curriculum• Supervisor's perspective about guiding the use of curriculum and performance of teaching• Supervising Rigorous/Relevant/Varied Curriculum/instruction• Lessons from "Backwards planning" <p>Readings: Jones, K. A., Vermette, P. J., & Jones, J. L. (2009). An integration of "backwards planning" unit design with the "two-step" lesson planning framework. <i>Education</i>, 130 (2), 357-360.</p> <p>Downey. (2004). Understanding the rationale underlying the walk-through and reflective practice approach. Retrieved from: www.sagepub.com/up-data/6560_downey_ch_1.pdf April 2, 2013.</p> <p>Using the classroom walk-through as an instructional leadership strategy (2007). The Center for Comprehensive School Reform and Improvement: Newsletter.</p> <p>Assignment: Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during week 5 of the course.</p> <p>Post Discussion Thread and reply to at least two other students' postings. Try to post by Saturday noon so others will have plenty of time to read and respond by Sunday evening.</p>
<p>Module 5</p> <p>Final Paper or Project</p>	<p>In a 5-10 page paper, answer the following prompt (should be thesis):</p> <p>As the campus leader responsible for the planning, use, and supervision of curriculum and instruction, I, based upon the assignments in this course, would address the full range of responsibilities I would have and would be able to offer teachers a multitude of strategies to ensure that the curricula is challenging, relevant, taught, and tested.</p>

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	Or, develop a project appropriate for enhancing your knowledge and skills relative to the course objectives. Be sure to have the instructor's approval of your project by the end of Module 2. Students will also develop a rubric for assessment of the project which must also be approved by the instructor.
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Tentative Assignments and Grade Calculation:

Title	Percentages
Assignments	20%
Discussions	40%
Final Assignment	40%
Total Percentage	100%

Grading Rubrics:

Module Assignments Rubric

Possible Points

Submitted on time	2
Contained information pertaining to module content for potential use in final paper	3
Total points	5

Weekly Discussions Rubric:

Post and responses submitted on time	4
Discussions are well thought out and address prompts.	6
Total points	10

Final Paper Grading Rubric

Introduction: Paper addresses the thesis provided above.	4
Development: Student provides a minimum of 3 different perspectives regarding the roles/responsibilities of curriculum supervisors.	4
Student provides a minimum of 3 different perspectives regarding specific strategies regarding the implementation and supervision of curricula.	5
Student demonstrates comprehension of systems thinking and applies it to his or her recognition of responsibilities.	4
Student demonstrates usefulness of a minimum of 3 readings when considering the planning, use, and supervision of curriculum. The	5

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student does so by referring to specific lessons/strategies gained from the readings.	
Student demonstrates usefulness of videos by providing a minimum of 3 lessons/strategies gained by at least 3 different videos.	5
Summary: Student provides a synthesis of information, strategies, and perspectives from the readings, PowerPoint, and videos that demonstrate the student's comprehension of how to plan, implement, and supervise a challenging, relevant, taught, and tested curriculum.	5
Student demonstrates the ability to write on a graduate level. Paper maintains focus on thesis, provides developing paragraphs that demonstrate mastery of course content, and writes in a cohesive and fluid manner. Grammar and spelling follow standard English usage.	4
Student demonstrates the use of APA 6 th edition format, citations, and references.	4
Total Points	40

Scale for final course grades:

90 to 100 percent	A
80 to 89 percent	B
70 to 79 percent	C
60 to 69 percent	D
0 to 59 percent	F

Course Policies:

Class Attendance and Assignments. At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As this course is online it is expected that all students will access the learning modules as required and complete assignments, discussions, and reflections as directed in the module. Assignments are to be completed and submitted by the posted deadline.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. **It is the student's responsibility to officially withdraw if you do not plan to attend after registering. If you choose to withdraw from the course for any reason, you must follow University procedures, executing these procedures correctly and within the deadlines. Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Student Expectations. This course is designed to engage students in active learning toward enhancing the knowledge and skills of science, math and pedagogy as would be expected for graduate level expertise. Full participation in course modules, assignments, discussions, reflections and inquiry investigations is expected and required.

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Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

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Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Student Support Services: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Tutoring Service Alert: It has come to our attention that students are receiving information about a tutoring service which does not conform to the policies of the University of Texas Arlington (UTA). We caution you with a “buyer beware” alert. Please be mindful of any person or tutoring service that states they will ‘complete’ your assignment or test. Allowing them to do so is against all University policies and is considered Academic Dishonesty which could result in being dismissed from the program. You should never contact any outside sources like this, but rather contact UTA directly if you are needing help with tutoring.

Professional Dispositions: Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

College of Education Conceptual Framework:



The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula,

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faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

Technology is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.