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EDLD 566.01: Secondary-Level Curriculum and Instruction

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The University of Montana
Department of Educational Leadership and Counseling

EDLD 566
Secondary-Level Curriculum and Instruction

INSTRUCTORS:

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CLASS:

September 4, - December 18, 2001
School of Education Room 212

REQUIRED READINGS:

Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (1996). Results: The key to continuous school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Other readings as assigned during the course.

COURSE DESCRIPTION:

This course will explore curricular philosophies, leadership actions, reform movements, systemic change, relationships between curriculum and instruction, and societal issues as it examines various curricular designs and forms of assessment in the current era of standards-based curricula and educational accountability.

COURSE OBJECTIVES:

- As a result of the successful completion of this course, students will be able to:
1. Recognize the need for a systems approach to curriculum development;
 2. Articulate the role of educational philosophies in regard to curricular decisions;
 3. Discern leadership and management actions within the curriculum development process;
 4. Identify current educational reform movements and their impact on the curriculum development process;
 5. Utilize the Understanding by Design model to assist in the development of a curriculum;

6. Differentiate the various types of assessments and summarize their appropriate use;
7. Consider implications for developing curricula which addresses the needs of all learners;
8. Critique the “standards” movement in curriculum development; and
9. Become aware of social issues confronting contemporary adolescents.

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance and participate in all activities and discussions in a manner that adheres to the Professional Standards for Student Performance (see attachment). As a graduate seminar, this course will rely upon student discourse in meeting many of its instructional objectives.

Students are required to be current in the assigned reading for the course and to submit required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Written assignments will reflect the individual’s original work and when appropriate, follow the American Psychological Association (APA) style manual (4th or 5th ed.) and be typed using double spacing. All references to works by other authors must be properly cited.

ASSIGNMENTS:

In addition to the assigned reading and expectations of class participation, there will be 4 required assignments for this course. Each assignment must be submitted with a cover page (see page 13 of this syllabus).

The required assignments are as follows:

1. Belief Statements. As a graduate student in educational leadership, it is important that you are able to articulate your professional position regarding critical curricular issues. You should be able to link the foundation of your beliefs to the literature. The Belief Statement Assignments will be due at various times throughout the semester. When combined at the end of the semester, you should have compiled a set of educational beliefs that addresses major areas regarding curriculum. The format for these assignments will include a brief introduction to the assigned curricular area, a bulleted listing of your beliefs for the area, a narrative explaining the literary citations that form the basis for your beliefs (see example handed out in class) and an ongoing reference page that will include the citations for all previous areas. This assignment will address the following areas:

Belief Statements Continued

Area	Due
1. Leadership and Curriculum	09/25/01
2. Standards Movement and Curriculum	10/16/01
3. Relationship between Curriculum & Instruction	11/20/01
4. Curriculum Development Process	12/11/01
5. Assessment and Curriculum	12/18/01
6. Completed Belief Statements (with an introduction & references)	12/18/01

2. Curriculum Design: Standard to Lesson Plan. Articulate a standard (national, state, or professional) of your choosing that applies to a curricular area at the secondary level. After identifying or writing a specific benchmark that relates to the chosen standard, use the backwards design model described in *Understanding by Design* to create a lesson plan that addresses (a) desired results, (b) acceptable evidence, and (c) learning experiences and instruction. The Curriculum Design assignment is due at the start of class on **November 27, 2001**. (Citations are not necessary for this assignment.)
3. Present your Curriculum Design and Lesson Plan. Presentations will be on **November 27, 2001**. (Citations are not necessary for this assignment.)
4. Adolescent Social Issue Presentation. Identify a social issue of concern to contemporary adolescents and draft an opinion regarding one of the following:
 1. Why high schools should deal with this (include, where possible, examples of its being handled effectively).
 2. Why high schools should not deal with this (include, where possible, examples of its being handled poorly). Your issue must have a connection to secondary curricula, either from a content or instructional context. You may use references to support your opinions and include examples from your professional experience here, as well. Note that all well-supported positions are valuable to our discourse and will be welcomed in this graduate seminar. These presentations are scheduled for **December 18, 2001**. The timeframe for each presentation will be set at the first class. (Handouts are not required for this assignment.)

GRADING:

Grading for assignments is explained below:

An “A” is an indication of excellence. Excellent work is complete, original, technically sound, synthesizes the works of two or more scholars with the course content, and is fully supported with scholarly citations. Excellent research examines the “known” and takes it into the realm of the

unknown. It takes known ideas or concepts and develops them or gives them new meaning through novel applications.

A “B” is an indication of good work. It is complete, technically sound, synthesizes course content, has some scholarly citations and adequately addresses the subject of the assignment. The main missing ingredient is the development of original ideas.

A “C” is an indication of average work. It addresses the assignment in a cursory manner and lacks adequate scholarly citations.

Unacceptable assignments are those that do not meet the requirements of the class assignment. They are often constructed from other classes or consist of research that that the writer finds more interesting than the class assignment. Papers that are plagiarized, either by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly.

Grades will be determined by the following weighted formula:

Class Participation and Attendance	15%
Belief Statements	30%
○ Leadership and Curriculum	5%
○ Standards Movement and Curriculum	5%
○ Relationship between Curriculum & Instruction	5%
○ Curriculum Development Process	5%
○ Assessment and Curriculum	5%
○ Completed Belief Statements (with an introduction & references)	5%
Curriculum Design	35%
Curriculum Design Presentation	10%
Social Issue Presentation	10%

A FINAL NOTE:

I want to be sensitive to any special needs that you may have. If you require some special accommodation for documented learning disabilities or have emergencies arise which impact your timely performance on class assignments, please discuss your needs with me.

TENTATIVE CLASS OUTLINE:

- September 4 Introductions
 Syllabus Discussion
 Role of Curriculum in Secondary Education
 Curricular Issues Impacting Secondary Education
- Topics Assigned
 - Presentation Length Decided

- September 11 Curricular Reform Movements
- From Goals to Standards
 - Assessment & Accountability
 - Curriculum and Change
- September 18 Leadership & Curricular Issues:
- The Politics of Curriculum Development
- September 25 Standards Movement
- National Initiatives
- Leadership and Curriculum Beliefs Due**
- October 2 Standards Movement
- Montana Initiatives
 - Montana Standards
 - Montana Accreditation
 - Montana School Improvement Process
- October 9 Standards-Based Curricula
- The Achievement Cycle (Glatthorn et al.)
- October 16 Designing Backwards (*Understanding by Design*, pp. 1-19)
Standards Movement and Curriculum Beliefs Due
- October 23 Designing for Understanding (*Understanding by Design*, pp. 20-62)
- October 30 Thinking Like an Assessor (*Understanding by Design*, pp. 63-97)
- November 6 Uncoverage (*Understanding by Design*, pp. 98-133)
- November 13 Organizing Curriculum (*Understanding by Design*, pp. 134-156)
- The Role of Committees
 - Supporting Curricular Efforts:
 - Materials and Professional Development
- November 20 Curriculum for All Students
- Differentiated Instruction
- Relationship between Curriculum and Instruction Beliefs Due**
- November 27 **Curriculum Design Presentations**
Curriculum Designs Due

- December 4 Designing for Results (*Results* pp. vii-48)
- Assessment Examined
- December 11 Creating Cultures of Evidence
- Synergizing Process and Product (*Results*, pp. 49-80)
- Curriculum Development Process Beliefs Due**
- December 18 Social Issues Impacting Secondary Curriculum & Instruction
- Social Issues Presentation**
- Assessment and Curriculum Beliefs Due**
- Completed Belief Statements Due**

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PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.

(YOUR ORIGINAL TITLE FOR THE PAPER)

By

(Your Name)

Presented to
William P. McCaw, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 566: Secondary Curriculum and Instruction

The University of Montana

Autumn, 2001