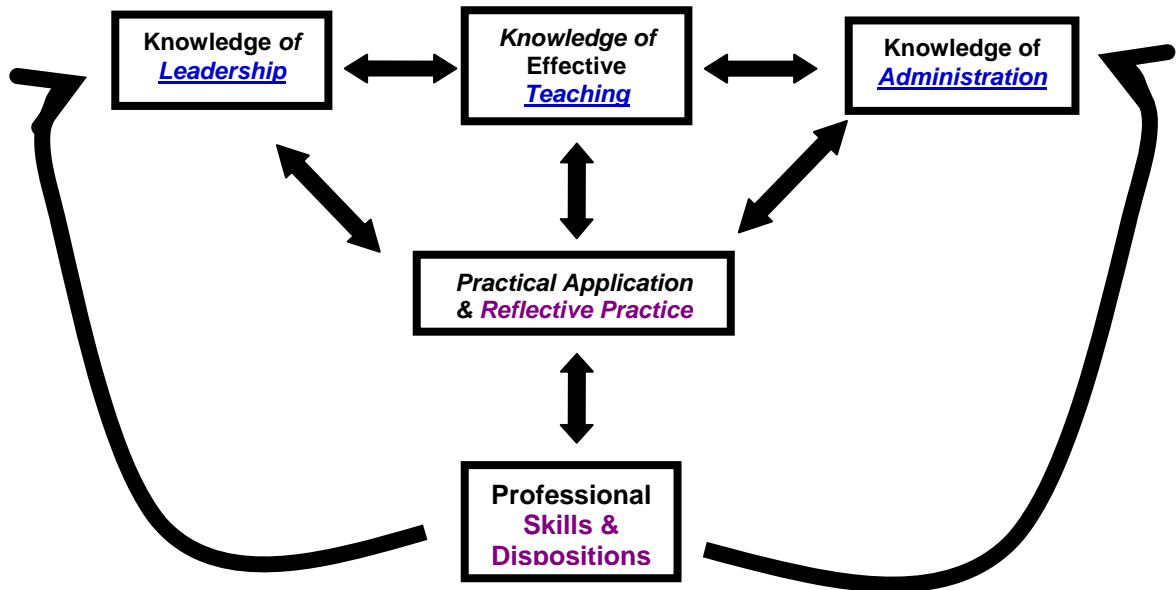


EDL 571
Site Based Curriculum Planning

Western Illinois University
Quad Cities Campus
Fall 2008



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Office Hours: Before and after each class session

Class Meetings: Macomb

August 23 and 24, 2008	8:00 A.M. to 4:30 PM and 8:00 A.M. to 1:00 P.M.
September 6 and 7, 2008	8:00 A.M. to 4:30 PM and 8:00 A.M. to 1:00 P.M.
October 4 and Online, 2008	8:00 A.M. to 4:30 PM and 8:00 A.M. to 1:00 P.M.

Welcome to EDL 571! Educational leaders promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision on learning that is shared and supported by the entire school community. Effective learning organizations focus on the business of teaching and learning. They empower students and faculty to garner the highest achievement for all students. Research on successful school improvement efforts has demonstrated that meaningful teamwork, clear and measurable goals, and regular collection and analysis of performance data, produce results. As members of this class, you will become familiar with the standards movement, the curriculum review process, data collection and data analysis, the school improvement process that produces results, curriculum alignments, and the components of exemplary professional development. It is my intent to make this class exciting, enjoyable and relevant to your everyday experiences in the school and school district.

Required Textbooks

1. Glatthorn, A. (1994, 2004) *Developing a quality curriculum*. Publisher: Waveland Press.
2. Marzano, R, Pickering, J & Pollock, J. (2001). *Classroom instruction that works – Research-based strategies for increasing student achievement*. Alexandria: American Association for Supervision and Curriculum Development
3. Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria: American Association for Supervision and Curriculum Development

Supplemental Textbooks

1. Jacobs, H. (1997). *Mapping the big picture – Interpreting curriculum and assessment K-12*. Alexandria: American Association for Supervision and Curriculum Development.
2. Killion, J. (2008). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks: Corwin Press.
3. Marzano, R. (2001). *A handbook for classroom instruction that works*. Alexandria: American Association for Supervision and Curriculum Development
4. Schmoker, M. (2001). *The results field book – Practical strategies from dramatically improved schools*. Alexandria: American Association for Supervision and Curriculum Development

Bookstore: To order books from WIU bookstore, call the numbers listed below. Books will be shipped ASAP when charged to a credit card. If paid by check, books will be shipped upon receipt of the check.

Bookstore telephone number: (800) 338-6369.

COURSE DESCRIPTION: (Three Semester Hours) Components of curriculum design and change; nature and function of schooling; assessment of needs; goals, objectives and performance criteria; curriculum evaluation and the politics of curriculum change. These elements are applied to both curriculum content and organizations. Past, current, and emerging issues will be examined.

RATIONALE: The mission of Western Illinois University's Department of Educational Leadership is: Prepare Effective Leaders for Tomorrow's Schools. This course will provide students a working knowledge of how to facilitate a vision of learning, create a school culture and instructional programs that are conducive to student learning, and provide a framework for designing and evaluating professional development. At the end of this course, the students will be able to evaluate school improvement plans, assess school culture, align curriculum with state standards, ensure assessments are aligned with standards, conduct a needs assessment and analyze all school district assessment data. In addition, students will be familiar with the development stages of the school population (Pre-K – Grade 12) and the components and evaluation tools for professional development.

Illinois Principal Standards

1D – Understands information sources, data collection, and data analysis strategies.

IH – Designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values and the community's values, goals, and social needs and changing conditions.

2A – Has knowledge and understanding of school culture.

3E – Understands curriculum design, implementation, evaluation, and refinement.

Assessment Activities

Student responds on a consensogram to current data collection practices in school/district.

Student collects, analyzes, and evaluates grade level/department/team data along with school and district data and identifies areas of strengths and weaknesses.

Student demonstrates understanding of the role of a needs assessment in curriculum planning by listing components of the process.

Student develops a generic outline for curriculum review, development, implementation, and evaluation.

Student states orally the characteristics of an effective school culture and the impact that a professional learning community has on culture.

Student analyzes the curriculum design, implementation, and evaluates his/her school's curriculum.

Illinois Principal Standards

2G – Understands principles of effective instructional practices

2H – Comprehends measurement, evaluation, and assessment strategies

2J – Is familiar with adult learning and professional development models

2T – Applies the principles of student growth and development to the learning environment and the educational program

2U – Utilizes procedures in the assessment of the learning environment

2V – Develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum and incorporates best practices

2W – Develops collaboratively, curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific student needs considering gender, ethnicity, culture, social class and exceptionalities

2Y – Assesses student progress using a variety of appropriate techniques

2Z – Bases curricular decision on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates

2AA – Aligns curricular goals and objectives with state learning standards

Illinois Principal Standards

2FF – Identifies needs for professional

Assessment Activities

Student presents a PowerPoint presentation to class on the best instructional practices to garner highest student achievement.

Student analyzes classroom, grade/team department level data as well as school/district data and explains evaluation and assessment data to a group of educators via Data Wall.

Student evaluates school's/district's professional development.

Student creates a rubric on student growth and developmental stages along with characteristics and needs.

Student completes climate surveys, analyzes data, and makes inferences for needed changes.

Student generates Power Point presentation on curricular and instructional best practices.

Student completes assessment on learning organization. Identifies own learning style.

Student analyzes student ability/achievement and progress on standards and outcomes. Student designs a structure to facilitate this process for K-12 students.

Exam 571

Student articulates through a demonstration the alignment of state learning standards with curriculum goals/objectives and assessment.

Assessment Activities

Student analyzes professional

development, incorporates adult learning strategies and assessment in the formulation of self-development plans for staff

development plan at school/district level and makes recommendations for improvement. Student demonstrates how individual staff growth plans are in alignment with school plan.

2HH – Studies best practices, relevant research and demographic data to analyze their implications for school improvement

Student utilizes SIP Evaluation Rubric to analyze local school/district school improvement plan

Instructional Model

1. Structured group activities
2. Paper and pencil activities
3. Lecture/discussion

Source Materials

1. Activities and simulations
2. Handouts
3. Text
4. Video
5. Library/materials from active school leaders

Website Resources

www.nspr.org = National School Public Relations Association

www.mcrcel.org = McRel Organization

www.ascd.org = American Association for Curriculum Development

www.naep.org = National Association for Elementary Principals

www.nassp.org = National Association for Secondary School Principals

www.aasa.org = American Association for School Administrators

www.nsdcc.org = National Staff Development Council

Department Policy

All papers prepared by students in the Department of Educational Leadership must follow the guidelines of the Publication Manual of the American Psychological Association Edition. Students will follow this manual unless the instructor makes explicit written exceptions in the course syllabus.

Tentative Class Schedule, Expectations and Assignments

August 23 and 24, 2008

Learner Focus

1. Data Driven Decision Making
2. District Data – Academic, Climate
3. On-line Data
4. Accountability
5. Assessing what's Important

Textbook: *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*

Assignment: Read Section 1: Chapters 1 through 4. Using the information in items 1 and 2 below, reveal in a one-page paper the relationship you see between your data and the issues Schmoker discusses in the first section of the book. You may find a table format to be effective (example below), but other formats are acceptable.

Example

Chapter Enduring Understandings	District or Classroom Data
Introduction Results inform processes. Processes exist for results.	District goal was that 90% of the children reach proficiency. 75% of the students met the goal, but there is no clear explanation for why those 75% did and the others did not.

Please bring to class:

1. Assignment described above.
2. A one-page list of the assessments (ISAT, ITBS, etc.) used in your school or district to assess learning and how these assessments are used to determine future school improvement efforts. For example: ITBS: results disaggregated to determine curriculum and instruction alignment.
3. Data from your classroom or district, e. g. results of a standardized test or classroom assessment, district or classroom climate survey results, demographic data, etc. This may be raw data such as a pre-test (should have ID numbers only and no names) or summary data.

September 6 and 7, 2008

Learner Focus

1. The Professional Learning Community (Vision, Mission, Core Values, SMART Goals)
2. School Climate
3. School Culture
4. Standards – What are they? Who benefits?
5. Developmental Stages of Students
6. Exemplary Professional Development: What is it?
7. Learning Styles and Teaching Styles

Textbook: *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*

Assignments for September 6 to bring to class

1. Bring a copy of your district's professional development plans for this year or last year or a long-range plan if available. (If your district or school does not have a professional development plan, find a school that will share their plan with you or access one on the web.)
2. Read Section 3 in Smoker's Book: Chapters 8-10. Using the information in item 3 above, reveal in a one-page paper the relationship you see between professional learning in your school or district and the issues Schmoker discusses in the third section of the book. You may use the table format described last time or one of your choosing.
3. Read two recent journal articles (2006-2008) on data driven decision making. Summarize each of the articles and then make recommendations for your school or district based on these articles. Format: Summary of the article and then Recommendations...no more than 1 page per article.
4. Interview a business person in your community who hires new employees on a regular basis with the following questions:
 - *What characteristics do you look for in a new employee?*
 - *What "school skills" are most important to this employer?*
 - *What changes in new employees has this employer observed over the last 5 years? The last 10 years?*Write a one-page summary of your interview including recommendations for your local school district.

Assignments for September 7 to bring to class

1. A chart depicting the developmental stages of the students in your classroom/grade span. Headings: intellectual, physical, social, emotional, and moral; then list characteristics and how characteristics dictate needs and specific instructional strategies. Be creative and design a chart that can be used in your school or classroom. (I will give further instructions for this assignment on August 23.)
2. Read two recent journal articles (2006-2008) on professional development. Summarize each of the articles and then make recommendations for your school or district based on these articles. Format: Summary of the article and then Recommendations...no more than 1 page per article.
3. Develop a one-pager to summarize your assigned section of *Designing Powerful Professional Development for Teachers and Principals* (Please bring a copy to give to each member of the class.), and be prepared to lead a discussion on the key points. You may download a chapter or the entire book from <http://www.nsd.org/library/leaders/sparksbook.cfm>). Partner assignments will be made August 23.

October 4, 2008

Learner Focus

1. Developing a Quality Curriculum
2. Curriculum Alignment
3. Curriculum Mapping
4. Research Tested Effective Classroom Instructional Strategies

Textbook: *The Principal as Curriculum Leader: Shaping What Is Taught and Tested*

Assignment: Read the entire book. Write up 3-6 salient points from each section to discuss in a small group.

Please bring to class:

1. A district/school/course curriculum guide. If you do not have one, access one on the web.
2. Your state's standards and benchmarks.
3. Read two recent journal articles (2006-2008) on curriculum that has been shown by research to make a difference. Summarize each of the articles and then make recommendations for your school or district based on these articles. Format: Summary of the article and then Recommendations...no more than 1 page per article.

October 5, 2008 – Online

Learner Focus

1. Classroom Instructional Strategies that Work
2. Instructional Delivery Systems
3. Final

Textbook: *Classroom Instruction that Works*

Assignment: Read entire book.

1. Prepare a PowerPoint presentation for the chapter you have been assigned from *Classroom Instruction That Works*. Your PowerPoint should incorporate activities to involve and teach the viewing audience. Audience response sheets may also be created as Word documents and submitted as part of the final project. Copies of the Power Point will be made for all members of the class. See page 11 for scoring criteria.

Evaluation

Assignment	Points
Chapter Presentation – “One-Pager” (2) 20 points per document	20
Explanation of District Assessments	15
Journal Article Summary: (2) 10 points per article	20
Business Interview	20
NAEP Observations and Conclusion	20
Developmental Stages Paper/Rubric/Chart	30
Evaluation of School/District Professional Development Plan	30
Group/Individual Project – Classroom Instruction That Works	50
Curriculum Guide/Evaluation	15
Final Exam	60
Total points	300

All required materials must be brought to class each session. For any material not brought to class, you will receive a minus (-) 5 points for each item.

GRADING:

A = 270 to 300 points

B = 250 to 269 points

C = 230 to 249 points

“One-Pager” – Chapter Summary Points = 20

A “one-pager” includes information that is placed in such a manner as to be concise, attractive, and attention getting in a newsletter format. It is an effective way to share a great deal of information in a brief, concise, reader-friendly manner. It will be a useful skill to use with any group with which you communicate – whether it would be teachers, parents, students, or the community. It has a newsletter feel but focuses on one main topic or issue.

In their book, *The School and the Community Relations*, Bagin and Gallaher give the following suggestions for this newsletter type format.

- Prepare every publication for three types of readers:
 - The 30 second reader, person who flips through pages not really looking at anything.
 - Those who spend 2-3 minutes looking at the publication.
 - Those who read most of all of the information.
- Use white space effectively – publications with little or no white space are read less than publications that use white spaces.
- Break-up large blocks of text – use the dollar bill test – if you place a dollar bill anywhere on a page of publication at any angle it should always be touching something other than the text.
- Use bold one-sentence/one phrase statements to draw attention to an article (blurbs).
- Incorporate visuals (picture, charts, graphs) – utilize captions for each.
- Determine which topic/story should receive the most emphasis.
- Block stories/articles.
- Use bullets or numbers to break up long lists.

Scoring Rubric for Written Papers

Name _____

Criteria	4	3	2	1
Ideas	Synthesizes information from text.	Summarizes information from text.	Restates information from text.	Information is not aligned to text.
	Makes a warranted and defensible interpretation of text.	Associates text with what is known.	Attempts to give meaning to the text.	Text is not entirely accurate as explained.
	Connects the meaning of text to issues of larger or personal significance.	Makes several connections of significance.	Some connections are made to the text.	Connections, if any, are sketchy or not entirely accurate
Organization	The organization enhances the central idea or thesis.	The organization supports a central idea.	Some organization is evident.	Organization is missing or random.
	The order or structure is compelling and moves the reader to a logical conclusion.	The paper has a recognizable introduction and conclusion.	There are some connections between ideas.	Writing lacks a clear sense of direction and closure.
	The form and presentation enhance the ability for the reader to understand the message.	The presentation form is effective in conveying the main idea.	Most of the information is presented in a style that can be followed.	Internal structure and presentation form is missing.
Clarity	Writing is clear, focused, and engaging for the reader.	Writing has discernable purpose, but lacks qualities of engagement.	Writer's meaning is evident on a general level.	Readers must make inferences based on sketchy or missing details.
Conventions	Writing uses conventions effectively to enhance readability.	Writing shows reasonable control of standard writing conventions.	Writing has problems in one of more of the following areas: spelling, punctuation, capitalization, grammar, or usage.	Errors in writing conventions distract the reader.

Scoring Criteria for PowerPoint

Presenters _____

Criteria	1	2	3	4	5
Clarity of message-major points obvious	Audience has little or no knowledge of the major concepts	Audience has some idea of the main points	Explained most of the points, audience has some grasp of the major points	Audience has a good grasp of the major points	Audience can reiterate the major points
	No engagement of audience	Very little engagement of audience	Some audience engagement	Considerable audience engagement	Extensive audience engagement
Creative and Interesting Presentation	Incorporates none of the following	Incorporates 1 or 2 of the following	Incorporates 3 of the following	Incorporates 4 of the following	Incorporates 5 of the following
	a strong positive feeling about topic during the entire presentation	a strong positive feeling about topic during the entire presentation	a strong positive feeling about topic during the entire presentation	a strong positive feeling about topic during the entire presentation	a strong positive feeling about topic during the entire presentation
	excellent, logical organization and clarity of purpose	excellent, logical organization and clarity of purpose	excellent, logical organization and clarity of purpose	excellent, logical organization and clarity of purpose	excellent, logical organization and clarity of purpose
	sparks interest and discussion in topic	sparks interest and discussion in topic	sparks interest and discussion in topic	sparks interest and discussion in topic	sparks interest and discussion in topic
	uses creativity in presentation delivery	uses creativity in presentation delivery	uses creativity in presentation delivery	uses creativity in presentation delivery	uses creativity in presentation delivery
	makes a dynamic and compelling argument during closure	makes a dynamic and compelling argument during closure	makes a dynamic and compelling argument during closure	makes a dynamic and compelling argument during closure	makes a dynamic and compelling argument during closure
Quality of Power Point	Incorporates 1 or 2 of the following	Incorporates 3 or 4 of the following	Incorporates 5 of the following	Incorporates 6 of the following	Incorporates 7 of the following
	slides serve as visual summary of findings	slides serve as visual summary of findings	slides serve as visual summary of findings	slides serve as visual summary of findings	slides serve as visual summary of findings
	appropriate number of slides	appropriate number of slides	appropriate number of slides	appropriate number of slides	appropriate number of slides
	easy to follow format	easy to follow format	easy to follow format	easy to follow format	easy to follow format
	appropriate amount of material on each slide	appropriate amount of material on each slide	appropriate amount of material on each slide	appropriate amount of material on each slide	appropriate amount of material on each slide
	professional look to slides with appealing graphic theme	professional look to slides with appealing graphic theme	professional look to slides with appealing graphic theme	professional look to slides with appealing graphic theme	professional look to slides with appealing graphic theme

Attendance Policy

At the 500 level, any student who is absent for more than 50% of a scheduled day of a weekend academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the "incomplete" to a letter grade.

EDL Incomplete Policy

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based upon the work completed.

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

Americans with Disabilities Act

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

Text Coding (This is a technique you might want to try.)

What: A metacognitive strategy that helps students monitor their comprehension while reading.

Why: Some students tend to “stray” while reading a text, especially if the content is difficult. Coding helps students “stay” with the text. Students monitor their own understanding as they read in order to fix problems as they occur.

How:

1. Create codes for the students to use, based on desired responses and characteristics for the assigned material. Codes may be symbols or letters, or students might color-code for certain text features. Possible codes include:
 - ? = I have a question about this
 - A = I agree with this
 - D = I disagree with this
 - ! = Interesting or important point
 - C = Confusing
 - E = Exciting
 - U = I need to do this/use this
2. Model how to use the codes; demonstrate with the students’ text or with a text comparable to that which students will be reading.
3. The students read the material and code by using sticky notes or peel-off dots, writing lightly in the text, and/or highlighting.
4. The discussion of the materials begins with the codes. For example, the teacher can begin the discussion by asking, “What were you confused about?”

Helpful hints: Start simply – with only two codes – and add others as students become more proficient at coding.