



## Sul Ross State University Department of Education

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### **ED 6315 Design and Implementation of Curriculum, Fall 2015**

#### **Required Text:**

English, F.W. (2010). *Deciding what to teach & test: Developing, aligning, and leading the curriculum*. (3<sup>rd</sup> ed.) Thousand Oaks, CA: Corwin Press.

#### **Course Description:**

The course provides a real world experience regarding design and implementation of curricula in public schools. Students will master data analysis, assessment models, and the continuous learning cycle as applied to new curricula. You must have ready access to the Internet for this course.

#### **ED 6315 contributes to the following Program Learning Outcomes (PLOs):**

1. The graduating student will demonstrate that he/she has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner  
(School Community Leadership Domain).
2. The graduating student will demonstrate that he/she can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers  
(Instructional Leadership Domain).
3. The graduating student will demonstrate that he/she can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective environment  
(Administrative Leadership Domain).

**ED 6315 will address the following Student Learning Outcomes (SLOs):**

Through the activities of this course, students will gain an overview of design and implementation of curricula in the public school system. Students will demonstrate a working understanding of the following topics as they relate to curriculum development in education and will demonstrate that they can apply their knowledge to real world settings.

- The steps necessary in the cycle of curricula development
- The Texas assessment model and data analysis

**TEXES Competencies Covered in ED 6315:**

**Principal**

**Competency 002** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

**Competency 004** The principal knows how to 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 005** 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.

**Competency 006** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management.

**Competency 007** The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.

**Course Assignments:**

1. Reflective question(s) from text book readings:

For the first 9 weeks you will be assigned a chapter to read in the textbook. At the conclusion of each chapter you will either be given specific reflective questions about the chapter or asked to pick the part of the chapter that interested you the most and to write a reflection on your thoughts about that particular issue. Reflections should/could agree or disagree with the author's opinion and convey your feelings and opinions about the topic. I would expect you to reference your experiences in your current job and past job(s) for the basis of your opinion. Each week the reflective question(s) will be worth 10 points.

2. Accountability and HB 5 assignment.

As you are probably aware, the state rolled out a new accountability system and assessment system called STAAR and new End of Course testing in 2013.

Your assignment is to create a Power Point to explain the House Bill 5 to an audience of parents. Your presentation will include:

- 1) Purposes for the legislation
- 2) Foundation School Program
- 3) Endorsement paths
- 4) Impact on State assessments
- 5) Impact on accountability
- 6) HB 5 planning strategies for schools (talk with your school district for ideas)
- 7) List of references used.

This assignment is worth 100 points

### 3. Analyze Texas Academic Performance Reports (TAPR)

AEIS reports, introduced in the 1990-1991 school year, were replaced in 2012-2013 with the TAPR reports. Much of the data remain the same. However, the financial data report, formerly included in the AEIS report, is now a separate link (PEIMS Financial Standard Reports).

**TAPR/AEIS data analysis is heavily tested on the TExES exam.**

Several assignments will address the uses of TAPR data.

First, for this assignment, you will be required to analyze data and pick priorities. Later in assignment 4, you will use your report from this assignment to create a professional development plan to address the identified areas of concern. Finally, in assignment 7, you will create a Campus Improvement Plan that combines this assignments and 4 and creates school-wide goals for improvement.

Read (and print out) the latest Texas Academic Performance Report for your School campus and analyze the data. Highlight the strengths and weaknesses compared to your comparison group and the state. Then, interview your campus Principal about your findings and get his/her opinion. Finally, write a 5-page report highlighting three areas of strengths and areas that need improving. Using the data as evidence, explain your rationale for your selected three areas you addressed. This assignment is worth 100 points.

### 4. Professional Development Action Plan

Using data on your campus used for assignment 3, select an instructional methodology program to improve the three areas of concern identified in assignment 3.

Review your paper for assignment 3 and prepare an action plan to implement, monitor, and assess the success of your professional development that includes key issues, personnel, dates, and \$\$\$. Please note if grant monies are available for the training. Be sure to refer to the Continuous Improvement Loop and the cycle discussed in the textbook. Your action plan should be approximately 3 pages in length and specify timeline for completion. This assignment is worth 100 points.

## 5. Horizontal and Vertical Curriculum Alignment

Administrators have struggled with implementing the state curriculum. When is each objective taught? How much time should be spent on specific objectives? Are there gaps that will result in poor student performance on the assessment? And, regarding horizontal alignment, administrators struggle with knowing whether all the 9th grade English teachers are covering the same objectives and whether the materials that each teacher has selected on their own are effective. Enter C-Scope. C-Scope (now renamed Texas Resource System) is a program that provides materials for teachers by grade, to ensure that the objectives and curriculum designed for each grade group are covered effectively in that grade.

**Part 1:** Review Chapter 3 of the textbook. Then, read the attached materials about Texas Resource System and then **interview a top administrator (Asst. Superintendent of Curriculum)** in your district about the Texas Resource System or the steps being taken to ensure horizontal and vertical alignment in your district.

**Part 2:** Write a 5-page paper outlining: 1) what the objective and goal is for horizontally and vertically aligning curriculum; 2) whether or not your school effectively aligns curriculum (refer to data); and 3) any instruction or materials your district is using in assisting with alignment, and 4) if there are no instructional materials for teachers to ensure alignment, outline the steps taken in your district to ensure horizontal and vertical alignment. **All papers must reference the textbook.** This assignment is worth 100 points.

## 6. Where does Texas Curriculum come from?

The State Board of Education (SBOE) have exclusive jurisdiction over adoption of Texas curriculum and instructional materials (including textbooks). Review the materials regarding the SBOE attached and on the SBOE website and then write a 3-page report that includes 1) an overview of the powers of SBOE, 2) a summary of their recent TEKS objective adoptions; 3) textbook adoptions, and 4) information about your SBOE representative and some of the actions both he/she and the Board have taken recently. Finally, outline the TEKS adoption process and explain how an educator can get appointed to assist in the review process.

There are links on Blackboard to the TEA Curriculum Division website and the SBOE website, so that you can research your SBOE representative and view the documents in their original formatting. This assignment is worth 60 points.

7. CIP/Action Plan

You are the curriculum specialist for your district. You have reviewed your campus TAPR report.

Assignment: Prepare a Power Point presentation on identified three areas of concerns (assignment 3) and create goals and objectives for each of those three areas (you have already done a goal for professional development in assignment 4). Use the Power Point to explain the actions you intend to take at each of the steps in the change cycle - your action plan with each step: 1) planning, 2) training, 3) implementation, 4) monitoring, 5) assessment. Your audience (theoretical) is your Site Based Decision-Making Committee. This committee has been charged with creating next year's Campus Improvement Plan. Include the Professional Development Plan (assignment 4), and TAPR areas of concern that you identified in previous assignments in this Action Plan. Once you have explained your Action Plan in the PowerPoint, present the committee also with the action plan in CIP format for easy integration into next year's CIP. I am attaching the TEA materials for schools required to prepare Campus Improvement Plans. Use the CIP form for your CIP. Your data analysis report does not need to be as detailed as the TEA Data Focus Report, but it is a good guideline.

**You will present your PowerPoint and give an oral report, via an on-line meeting, to a group of your fellow students on November 23<sup>rd</sup> or 24<sup>th</sup> at 6pm CST.** This assignment is worth 100 points.

8. Comprehensive Final

This test contains Domain II questions similar to what you will see on the TExES Examination and covers all of the topics covered in this course. This assignment is worth 60 points.

9. Electronic Portfolio

In your ED5330 Course, you created a Portfolio. In every other course that you take in this Principal Preparation Program, you will add assignments from that course to your Portfolio. At the end of the program, in your Internship course, you

will submit a Final Portfolio that is a comprehensive summative evaluation of the work you have done in this Principal Program. You will add key assignments from each course in the program to your Portfolio as you go through the program. You also may add any other assignments for which you are particularly proud of your work. The mandatory assignments in this class, which you must place in your Portfolio and submit in this course, are as follows:

A. TAPR analysis of date (Assn 3)

b. CIP plan (Assn 7)

Both of these assignments address Domain II (Instructional Leadership).

\*Reading assignments will be organized by weeks in blackboard. I will open up the assignments on Monday and all reading assignments are due by midnight Sunday. Other assignments will have very specific deadline and I will expect them to be turned in on time. **I will accept late work for three days after the deadline with a 20% deduction in your grade per day late.**

**Grading Details:**

Reflective questions	9@ 10 points each	90
Accountability/HB5	1@ 100 points	100
TAPR Analysis	1@ 100 points	100
P.D. Action Plan	1@ 100 points	100
Curriculum Alignment	1@ 100 points	100
SBOE Report	1@ 60 points	60
CIP/Action Plan	1@ 100 points	100
Final	1@ 60 points	<u>60</u>
	<b>TOTAL</b>	<b>710 Possible Course Points</b>

**A=639 to 710 points, B=568 to 638 points, C=497 to 567 points, D=426 to 496, F=below 426**

\*Quizzes, discussions, assignments, or papers not completed will receive zero points.

**Assignment Schedule and Details:**

**Week 1: Monday, August 24 – Sunday, August 30**

Read Preface and Introduction in text and complete:

- Reflective question(s)

**Week 2: Monday, August 31 – Sunday, September 6**

Read chapter 1, 1.1 to 1.5 in text and complete reflective question(s)

Assignment 2 posted

**Week 3: Monday, September 7 – Sunday, September 13**

Read chapter 1, 1.6 to 1.9 in text and complete reflective question(s)

Assignment 2 due

**Week 4: Monday, September 14 – Sunday, September 20**

Read chapter 2, 2.1 to 2.5 in text and complete reflective question(s)

Assignment 3 posted

**Week 5: Monday, September 21 – Sunday, September 27**

Read chapter 2, 2.6 to 2.10 in text and complete reflective question(s)

Assignment 3 due

**Week 6: Monday, September 28 – Sunday, October 4th**

Read chapter 3, 3.1 to 3.2 in text and complete reflective question(s)

Assignment 4 posted

**Week 7: Monday, October 5 – Sunday, October 11**

Read chapter 3, 3.3 to 3.4 in text and complete reflective question(s)

Assignment 4 due

**Week 8: Monday, October 12 – Sunday, October 18**

Read chapter 4, 4.1 to 4.4 in text and complete reflective question(s)

Assignment 5 posted

**Week 9: Monday, October 19 – Sunday, October 25**

Read chapter 4, 4.5 to 4.8 in text and complete reflective question(s)

Assignment 5 due

**Week 10: Monday, October 26 – Sunday, November 1**

Assignment 6 posted

**Week 11: Monday, November 2 – Sunday, November 8**

Assignment 6 due

**Week 12: Monday, November 9 – Sunday, November 15**

Assignment 7 posted

**Week 13: Monday, November 16 – Sunday, November 22**

Continued work on Assignment 7

**Week 14: Monday, November 23 – Sunday, November 29**

November 21 at 6pm, CST – Group 1 presentations

November 22 at 6pm, CST – Group 2 presentations

**Week 15: Monday, November 30 – Sunday, December 6**

Portfolio assignment posted and due at the end of the week

**Week 16: Monday, December 7 – Thursday, December 10**

December 7 – Final posted

December 8 – Final due

**Course Grading:**

Please monitor your “My Grades” area in Blackboard for grades on assignments.

**Course Policies:**

*Late or Missing Assignments:* I will accept late work for three days after the deadline with a 20% deduction in your grade per day late, after the 3 days I will not accept any late work. **DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!**

*Attendance Policy:* You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

