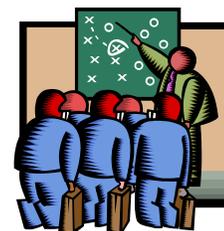


Syllabus for ED 6315 Design and Implementation of Curriculum

Instructor: Rebecca Schlosser, J.D., Ed.D.

Office Hours via Blackboard Instant Messaging:

Mon, Tues, Wedn, 6:30-9:30 PM (Alpine time)

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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.

Course Learning Objectives: At the conclusion of this course, students will be able to do the following:

- Read state performance data
- Identify areas of need and student groups at risk
- Set campus goals and priorities based on identified areas of need
- Create a Campus Improvement Plan that targets identified areas of need and that incorporates the entire cycle of change: planning, training, implementation, monitoring, and assessment
- Design curricula, instruction, and assessment that are vertically and horizontally aligned to the Texas TEKS
- Design, create, and evaluate curricula that is properly horizontally and vertically aligned to the Texas TEKS

Goals: 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
- Creation of a Campus Improvement Plan

TEXES Competencies: This course provides the student with a basic understanding of basic design and implementation of curricula and all Principal competencies covered in Domain 2, 44% of the TEXES principal exam.

Required Text: The student will need Microsoft Word and the following texts and materials:

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

Recommended Material:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (x ed.) Washington, DC: American Psychological Association.

Internet Web Resources: The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications as reference material on papers submitted in this class.

Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

Format Requirements for Submittals: All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA.

A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that provides: student name, date, assignment name and number. Also, put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

All submittals must comply with the sixth edition of the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently valid references. Electronic references are discouraged; utilize electronic sources that provide valid reference information and use that information for your reference.

You must submit your work through Blackboard, and it must be in MS Word (.doc file) 2003 or older or in Rich Text format (.rtf) file. Proprietary files systems used by other word processing software will not work. If you are using something other than MS Word you must save your file in rtf format. When creating a document file name, do not use any symbols or spaces in the name. Use the "_" if you wish to leave a blank between words so that there are no empty spaces in the file name. If you do not follow these directions, I may not be able to open your document and links to your documents while creating an electronic portfolio in PowerPoint will not open.

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole or another course and/or professor
- Turning in another's work as one's own

- Copying from professional works or Internet sites without citation

Any of the above offenses will result in a zero for the assignment with not option to redo for credit.

Assignments: Your course grade is calculated by summing scores in five (5) Discussion Boards four (4) assignments, one (1) quiz, and a final Comprehensive Assessment on Domain II. Assignments do not all have the same points. It is recommended that you review all assignments before beginning as some require interviews that you should arrange at once. The specific instructions for each assignment are found in the Assignment sections of the Blackboard course.

Discussion Boards Write a response to the questions posted. (15 points per question—75 total points). For full credit, read and respond to at least two of your classmate’s postings in addition to posting your own.

Assn 1-Accountability (100 points)

House Bill 5 (HB 5), passed by the Texas Legislature in 2013, made substantial changes to the state's curriculum and graduation requirements, assessment program, and accountability system. Use the link below to read about the impact of this legislation and seek out other sources, too.

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.

Use this link:

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Graduation_Information/House_Bill_5__Foundation_High_School_Program/

Assn #2-Horizontal and Vertical Alignment (75 points)

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. Many districts throughout Texas have adopted it. For this assignment, complete both Part 1 and Part II.

Part 1: Read Chapters 2 & 3 of the textbook. Then, research information about the Texas Resource System. Next schedule an **interview with an administrator** in your district about the Texas Resource System or the steps being taken to ensure horizontal and vertical alignment in your district. If your district does not use the Texas Resource System, interview your Curriculum Assistant Superintendent or administrator in charge of adopting programs, and aligning

curriculum. Ask the 4 questions listed in Part 2 during the interview and record answers.

Part 2: Write a 2-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.**

NOTE: Attach your interview questions and answers (in transcript form); along with the contact information for the interviewee.

Assn #3 Where Does Texas Curriculum Come From? (75 points)

The State Board of Education (SBOE) has exclusive jurisdiction over adoption of Texas curriculum and instructional materials (including textbooks). Research information regarding the SBOE on the SBOE website and then write a 2-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.

Assn #4-Campus Improvement Plan/Action Plan(100 points—Power Point and Goals Template)

For this assignment, you are to obtain a copy of your latest Texas Academic Performance Report for your campus. (If you don't have access to it, you may use the Abilene High School Texas Academic Performance Report posted under Course Documents.) You will be creating a data-driven campus improvement plan for your school. Follow these steps:

In a Power Point, address 1-4 below:

- 1) Review the assessment report and list three top areas of concern. Provide a justification for your selections.
- 2) Write one goal for each of the three top areas of concern and create one objective for each of the goals. Provide a rationale for each.
- 3) Describe two or more strategies to promote each of the three goals.
- 4) Describe how the plan will be implemented.

Using the Campus Improvement Plan Template, posted under course documents, complete the template for 1-4 above and include estimated budget for each strategy.

This assignment is to be placed in your Portfolio, if you are in the Principal certification program.

Note for TAPR reports: TEA posts all school reports for the public at <http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html>

Quiz and Final Comprehensive Assessment

- Quiz over TAPR data and textbook (40 points)
Due to the importance of the ability to analyze TAPR data, students who do not earn a score of 80% or higher will be required to participate in a video-class. See the Schedule of Activities for date. The class, however, is open to all students.
- Comprehensive Assessment on Domain II- Instructional Leadership Final Exam (70 points) 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.

Grading:

Assignment	Points
Discussion Board & Instant Messaging (5 @ 15 points each)	75
Assignment #1	100
Assignment #2	75
Assignment #3	75
Assignment #4	100
Quiz #1	40
Comprehensive Final (application type questions)	70
Total	535

Grading: Grades are based on a point system. There are 535 points available. Scores of:

499-535 equate to an A,
 444 - 498 equate to a B
 388 - 443 equate to a C
 333 - 387 equate to a D
 332 or less receive an F.

Grading Policy:

1. Any late assignment **will lose up to 20% of possible points per day. The final assignment will not be accepted if it is late. There are NO optional assignments in this class. All assignments must be turned in or the student will fail the class. This standard applies even to assignments in which you have lost all points due to being late.**
2. All papers should be typewritten according to the American Psychological Association (APA) manual. A poor quality paper may be returned to the student to be rewritten by a date established by the instructor.

3. Extra credit points are not available.
4. There are no I's (incompletes) for this class.
5. After midnight on the date for any assignment due (Alpine time – Central time), it is considered late and will result in a lowered grade for that assignment.
6. Students who fail to participate in Discussion Boards or complete any assignment will not pass this course – **THERE ARE NO OPTIONAL ASSIGNMENTS and no makeup assignments.**

TENTATIVE SCHEDULE OF ACTIVITIES:

DUE DATE	CHAPTER READINGS	ASSIGNMENTS
Jan. 23	1	Discussion Board #1: Introduce yourself and briefly describe what you want to achieve in this class. Download Blackboard Instant Messaging, put a profile in IM, and log on during my office hours and say 'hi.' (15 points)
Jan. 30		Assignment #1
Feb. 3-6	2	Discussion Board #2: View the video interview between Dr. Qvarnstrom and Principal Panchi Scown (Alpine High School). They are addressing the following questions: 1) How do you evaluate the AEIS/TAPR data?; 2) How do you determine your CIP goals and activities?; 3) What is the value of the CIP for your school?; 4) Describe your ongoing monitoring process for your CIP. Then write a short response to one of the topics listed below: 1) Describe an insight you gained about CIP after viewing the video. OR 2) Describe an idea that was reinforced after viewing the video.
Feb. 20		Assignment #2
March 3-6	3	Discussion Board #3: After reading chapter 3, sections 3.1 and 3.2 answer the following: <ul style="list-style-type: none"> • Compare and contrast the process of "Frontloading the Curriculum" versus "Backloading the Curriculum" • Have we become a profession that prescribes to "teaching to the test"?
March 20	4	Assignment #3; and Quiz #1
March 31-April 3		Discussion Board #4 After reading chapter 4, sections 4.0 through 4.4 in your textbook, pick the part of the chapter that interested you the most and write a reflection on your thoughts about that particular issue.

April 17		Assignment #4
April 28-May 1		Discussion Board #5: Select any one of the figures included in your textbook from any of the chapters (i.e. Figure 1.3 A Clarifying Model of Curricular Relationships and Terms page 37). Tell why you selected that particular figure and then write an explanation of the figure's significance that you could share with a school faculty. Be sure to include the figure number, title, and page number.
May 6		Reflect on the course; take comprehensive assessment final

Program Standards

ED 6315 will address the following principal certification standards set forth in TAC RULE §241.15:

- (c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- (d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.
- (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- (g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

Student Learning Outcomes for MED Educational Leadership (some or all addressed in this course)

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 I).
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 II).
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 III).

Advice: Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. Begin now and submit your assignments as soon as they are complete. Try to finish the course early.

Attendance: This is a Web Delivered class. However; the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Conduct: Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of

common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without his/her permission; this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text.

The above "netiquette" guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom

SRSU Disabilities Services:
<p>Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .</p>