EDU 240: Curriculum Design and Evaluation
Mount St. Mary's College
Course Syllabus
Fall 2019, Wednesdays 5:30-8:30 p.m.
August 28,2019 to December 11, 2019

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Office hours: By appointment.

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.

- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.

- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Required Text:

DuFour, R. and Fullan, M. (2013). *Cultures Built to Last: Systemic PLC's at Work.* Solution Tree Press. ISBN: 978-1-936764-74-7

Recommended Texts:
- Ainsworth, L. (2004). *Unwrapping the Standards: A Simple Process to Make Standards Manageable*. Advanced Learning Press. ISBN: 978-0970945556.
- Ebener, D. (2012). *Blessings for Leaders: Leadership Wisdom from the Beatitudes*. Liturgical Press. ISBN: 978-0814635070,
- Erickson, H.L. (2007). *Concept-Based Curriculum and Instruction for the Thinking Classroom.* Corwin Press, Thousand Oaks, CA: ISBN: 978-1412917001.
- Hayes Jacobs, H. (1997). *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. ASCD: ISBN: 978-0871202864.
- Marzano, R. (2004). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Prentice Hall. ISBN: 978-0131195035.
- Schmoker, M. (2011). *Elevating the Essentials to Radically Improve Student Learning*. ASCD. ISBN: 978-1416611301.
- Wiggins & McTighe. (2005). *Understanding by Design, 2nd Edition*. ASCD: ISBN: 978-1416600350.

Course Description:
This course prepares teachers to take leadership roles in curriculum and program design. Using principles of *Understanding by Design*, teachers will identify standards-based student outcomes, design data-driven curricula, and examine culturally relevant and responsive instruction that will enable students to reach those academic goals. These curriculum design skills will be used to critically analyze and adapt existing curricula as well as design new curricula. Teachers will develop skills in formative and summative program evaluation, to examine the effects of

curriculum innovation on student performance and make data-driven decisions to modify curricula. To achieve this work as a Lead Learner, the work of DuFour and Fullan will serve as the framework to achieving systemic PLC's focused on student and adult learning, improvement, growth, and achievement. *Prerequisite: Preliminary Teaching Credential*

Course Objectives:
The following objectives for the course are in alignment with the California Standards for the Teaching Profession. Students will understand:
1) How to engage and support all students in learning
2) How to create and maintain effective environments for student learning
3) How to understand and organize subject matter for student learning
4) How to plan and design instruction and learning experiences for all students
5) How to assess student learning and use this information when planning future instruction
6) How to build the capacity of colleagues vis-à-vis curriculum development

Course Format:

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas. [*modify submission requirements as needed*]

Classroom Policies:
- **Submitting work:** Assignments are due via Canvas by 5:00 p.m. on the due date. Assignments marked by an asterisk (*) will be completed during class and are due via Canvas by 8:30 p.m. on the due date. All presentations are given during class on the due date.

- **Formatting:** Assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed in 12 Point Font. Curriculum development assignments should be completed using the provided template and typed in 10 Point Font.

- **Grading:** Assignments must be completed on time according to agreed upon guidelines. If you are absent, you may e-mail your work on or before the due date to be considered for full credit. Late assignments will result in a loss of 1 point for each day it is late.

- **Tardiness:** Some of the most important information is given during the first 15 minutes of class – therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

- **Classroom Participation:** Because this course involves collaborative activities, our collective learning will be dependent on everyone carefully and closely completing each week's assignments and activities. Your active participation in class is critical to everyone's learning; please be prepared to inquire, respond, and otherwise engage in the dialogue.

- **Peer Support:** Please exchange phone numbers and/or e-mail addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, I expect you to check in with a classmate and meet to discuss what you've missed.

Assessment - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

Course Assignments (100 Total Points):
- Culture for Learning Reflection/Action Plan – 5 points
- Cultures Built to Last- 20 pts.
- Tuckman Model Reflection- 5 points
- Peer Evaluation- 5 points
- Standards Adoption Recommendation- 10 pts.
- Group Presentation- 5 pts.
- Data Driven Action Plan- 10 pts.
- Technology Integration Recommendation- 10 pts.
- Curriculum Design – 20 pts
- Long Range Plan- 10 pts.

Grading Scale

94-100 = A
90-93 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-
65-69 = D
<65 = F

Assessment of Student Learning Outcomes:
Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected

of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies:

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.

- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see https://www.turnitin.com/solutions/plagiarism-prevention).

- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
    - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
    - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that

those doing student teaching may not have any week that does not include Mount course meetings or obligations.
- o **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. <u>All</u> students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
- o **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates MUST have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  - files the application no later than 1 week prior to finals
  - has completed the majority of assignments
  - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
  - is prevented from completing the final assignment

- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- **Resource Binder Maintenance**
  All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each

class as handouts or made available on Canvas should be downloaded and kept in a personal filling system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

- **Student Resources**
  Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
  Professional and Academic Resource Center (PARC)
  - o The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment. access the PARC page on myMSMU: https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC
  - o All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.
- **Accomodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

  Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

Please keep in mind that this is a working syllabus, subject to change.

EDU 240 TENTATIVE COURSE CALENDER **Curriculum Design and Evaluation**		
Date	**Class Topics**	**Assignments Due**
Aug 28 Week 1	Root Beliefs/ Developing a Culture for Learning Intro./ Norms	N/A
Sept 4 Week 2	Norms Activity/ Cultures Built to Last/ Tuckman Model Intro.	N/A
Sept 11 Week 3	Analyzing the Standards Part 1 Structure	Bring Lesson Plan to Class Cultures Built to Last Intro.3 Key Take Aways related to Culture for Learning and/or Tuckman Model
Sept 18 Week 4	Analyzing the Standards Part 2 Vertical Analysis	Cultures Built to Last Chapters 1 and 2 Book Study

Sept25 Week 5	Analyzing the Standards Part 3 Unpacking	Cultures Built to Last Chapters 3 and 4 Book Study
Oct 2 Week 6	Designing the Curriculum Part 1	Cultures Built to Last Chapters 5 Book Study
Oct9 Week 7	Designing the Curriculum Part 2 Unit Framework	
Oct 16 Week 8	Designing the Curriculum Part 3- Instructional Sequence Designing the Curriculum Part 4- Schoolwide Resources (Tuckman Model reflection Assignment Dispersed)	
Oct 23 Week 9	Instructional Practices Deep Dive	*Tuckman Model Reflection due by 8:30 via canvas
Oct 30 Week 10	First Draft of Unit Plan individual work	* Unit Plan draft due via Canvas by 8:30 Culture for Learning Reflection due by 8:30 via Canvas
Nov 6 Week 11	Evaluating Curriculum Peer Evaluation	*Peer Evaluation done in class and due by end of class 8:30
Nov 13 Week 12	Evaluating Curriculum NSTA Science Standards	*Standards Adoption Recommendation done in class and due by end of class. *Group Presentation done in class.
Nov 20 Week 13	Data Driven Curriculum Improvement/ Reexamining Education	*Data Driven Action Plan done in class and due by end of class.
Nov 27 Week 14	Technology Integration (Online work- There will be no in person meeting)	Technology Integration Recommendation due by 5:00 p.m. via Canvas
Dec 4 Week 15	Debates in Curriculum Design and Evaluation	Curriculum Design Assignment Due via Canvas by 5:00 pm Debate group assignment due by end of class 8:30
Dec 11 Week 16	Long-range Plan for Site-based Curriculum Design and Evaluation	*Long-Range Plan due by end of class