



CIEP 442:

Curriculum Development and Implementation

Loyola University Chicago

Social Action through Education *Inquiry Social Justice Professionalism*

DATES, TIMES, and LOCATION

Tuesday and Thursday 5:00-8:00
Summer I 2018
May 22-June 26
Corboy Law Center (CLC) 204

INSTRUCTOR: Michelle Lia, EdD
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CONTACT INFO: 312-915-6925 Office
773-680-6363 Mobile
601 Lewis Towers

OFFICE HOURS: Before class, after class, by appointment

The purpose of this course is to provide practical training for instructional leaders to lead curriculum development in their school. This course will introduce Backward Design as a method to write curriculum. Included in Backward Design is the idea of determining the most important learning in a course or subject and planning how and when that learning will occur across a school year as well as across a student's learning career at a school. What are the graduation outcomes for this school? Similarly, what are the goals for a student in this grade and in this course? Other questions that must be addressed include how students will be assessed, how those assessments are used to drive instruction, and what instruction looks like in order to address this curriculum.

As an instructional leader, you need to know how to create these products and how to guide others to create them. You also need to know how to plan for the professional development that teachers will need to know how to create these products, how to align curriculum, and how to look for gaps and unnecessary redundancies.

COURSE OUTCOMES:**Upon completing this course, candidates will do the following:**

- Explain key elements of curriculum theory
- Explain, create, and lead effective curriculum and curriculum design
- Infuse curriculum with Catholic identity
- Justify the most important learning and design of curriculum aligned to standards
- Create action plan for professional development to implement curriculum as an instructional leader

REQUIRED TEXTS for CIEP 442*:

Dintersmith, T. (2018). *What school could be: Insights and inspiration from teachers across America*. Princeton, NJ: Princeton University Press.

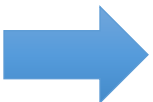
Lalor, M. D. (2017.) *High-quality curriculum: How to design, revise, or adopt curriculum aligned to student success*. Alexandria, VA: Association of Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2005). *Understanding by design (2nd ed.)*. Alexandria, VA: Association of Supervision and Curriculum Development.

Wormeli, R. (2018). *Fair isn't always equal: Assessment and grading in a differentiated classroom (2nd ed.)*. Portland, ME: Stenhouse.

***NOTE: Additional readings are saved on Sakai and in the shared Google folder "CIEP442 Summer18 LIA."**

Absence Policy: You are allowed one absence from class. Please let the instructor know that you will not attend by emailing or texting her. More than one absence will result in an out-of-class assignment that will be due when you return. If you are not in class, you cannot earn participation points for that class.



School of Education's Conceptual Frame Work Standards (CFS):

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.**This CF is assessed in the course in the Curriculum Reflection Paper through LiveText.****Assignments and Grades**

Assignment	Due Date	Points
(1) Participation	each class	/90
(2) Innovation Revelation	May 31 at midnight	/30
(3) Curriculum Audit OR unit plan	June 21 at midnight	/50
(4) Write a 2.0 Daily Schedule	June 5 at midnight	/30
(5) Year-Long Plan assignment	June 14 at midnight	/50
(6) Professional Development Plan	Present in class on June 26 Submit to Sakai by June 25 by 9:00 a.m.	/100
(7) Wormeli chapter share	Share in class on June 21; no Sakai submission	/30
(8) Curriculum Reflection Paper: This is a core assessment. Submit to LiveText	Submit to LiveText by June 25 by 9:00 a.m.	/100
(9) In-Class Final Exam	Complete in class on June 21; due to Sakai by June 25 at 9:00 a.m.	/40
	TOTAL POINTS POSSIBLE	520

SCHOOL OF EDUCATION GRADING SCALE

Percent Range	Letter Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

DATE	CLASS MEETING TIME
May 22	5:00-8:00
May 24	5:00-8:00
May 29	5:00-8:00
May 31	5:00-8:00
June 5	5:00-8:00
June 7	5:00-8:00
June 12	5:00-8:00
June 14	5:00-8:00
June 19	5:00-8:00
June 21	5:00-8:00
June 26	5:00-8:00 last class meeting

ASSIGNMENTS

- ✓ All assignments are due at midnight of the due date unless noted.
- ✓ All assignments completed outside of class must be completed using Microsoft Word or Google Doc or saved as a PDF (you can create in Pages, but please save as Microsoft Word or as a PDF before submitting).
- ✓ All assignments completed outside of class must be submitted via Sakai unless otherwise noted. Electronic submissions only, please.
- ✓ Use APA 6th edition for all references and writing.

ASSIGNMENTS

(1) Participation: Each week, you will be graded on your participation. Participation means that you come to class ready to learn and respond, you have thoughtfully read the readings and completed the assignments, and you are ready to respond to the readings and written assignments in a thoughtful way. Participation for Class #1 will include how you use the **Thinking Organizer** and how you participate in the book club discussion.

You will also be graded on LiveText on your dispositions based on the criteria of the School of Education. These descriptors and [rubrics can be found on pp. 7 and 8](#) of this syllabus.

(2) Innovation Revelation (30 points)

Right now, what topics are you curious about and you want to learn more? Spend time investigating, researching, and looking into one of these curiosities. Share what you have learned with the class in five minutes. Be sure to include all of the information on the Innovation Revelation form on page 9 of this syllabus.

Due May 31

You will not submit anything to Sakai or LiveText. The instructor will record your discoveries on page 9. You will be graded on thoroughness, thoughtfulness and reflection, and creativity.

(3) Curriculum Audit OR Unit Plan (50 points)

Choose one assignment:

Curriculum Audit What is the state of the curricula at your current school? Investigate the current status and report about the current status and what are immediate and long-term goals. Use the template provided.

OR

Unit Plan

Use the Understanding by Design template to write one unit plan. The focus of your completion should be on stages 1 and 2. Stage 3 can be a bulleted list.

Due June 21– bring to class. Submit to Sakai by midnight. [Template on page 10.](#)

(4) Write a 2.0 Daily Schedule (30 points)

Write a schedule for the subject you teach or a subject that concerns you as the school leader. Within the current constraints of time and money, write a schedule that will best support the students in this class/grade/course. Write a one-page paper describing and explaining your choices.

Due June 5 – bring to class; due to Sakai by midnight

(5) Write a 2.0 YEAR-LONG PLAN (YLP) (50 pts)

This ylp should be a utopian, if-I-could-do-what-I-really-want ylp, reflecting specifically on what you gleaned from reading *What School Could Be*. Choose any format for this ylp. Include a one-page rationale explaining why you made the choices you made.

Many examples of traditional ylp's will be shared in class.

Due June 14 – bring to class; submit to Sakai by midnight

Use the [rubric on pages 12-13.](#)

(6) PROFESSIONAL DEVELOPMENT PLAN (100 points)

Write a Professional Development (PD) Plan for one year for a school. The Plan must include the following:

- ✓ **A professional development table (“PD Table”) with topics, dates, and meeting objectives for each topic**
- ✓ **A short multimedia presentation to introduce the plan to the faculty** (which you will share in class)
- ✓ **Samples of products: of year-long plans, unit plans, and lesson plans – these should be integrated into your multimedia presentation** (*these can be gleaned from your own curriculum writing, fellow teachers, this class, etc. No need to create or write something if you can find it.*)
- ✓ **A timeline for this PD including a plan for how PLCs will be used**
- ✓ **One agenda – use DataWise or whatever format you prefer**

PD Plan checklist:
*PD Planning Table with PLC plan
*Multimedia presentation including samples
* A Timeline
*1 agenda

Present in class on June 26 –

Due to Sakai on June 25 at 9:00 a.m.

Rubric on pages 18-19; Resources on pages 20-21

(7) Choose a Wormeli chapter and share what you learned (30 points)

Choose a chapter in *Fair Isn't Always Equal* that we haven't read for class. Read the chapter and prepare to share the following in class:

- Brief summary
- “A Ha” moments
- “Oh no” moments
- Other reflections
- Immediate goals for change

Your time to share is five minutes.

Due June 21: no submission to Sakai, just a verbal sharing in class

(8) IN-CLASS Final Exam: Curriculum Scenarios (40 points)

For your final exam, you will be asked to choose among three different curriculum scenarios, sketch out an action plan, and explain verbally your reasoning for the action plan. Please see the description and rubrics on pages of this syllabus.

Due June 25 at 9:00 a.m. – complete in class on June 21

Description on page 22; Rubric on pp. 26-27; Templates on pp. 23-25

(9) CURRICULUM REFLECTION PAPER: (100 points)

THIS ASSIGNMENT IS SUBMITTED TO LiveText.

Write a reflection of the curriculum-writing process. Consider the writing of a year-long plan, our study and review of unit plans, your PD plan regarding curriculum, etc. Use the rubric on LiveText.

THIS IS A CORE ASSESSMENT.

Due on June 25 at 9:00 a.m. on LiveText

NOTE about assignments:

1. The class before the assignment is due, be prepared to discuss with a partner of your choice your status and offer the eye of a critical friend. The instructor will not look at the assignment.
2. Please bring your assignment to class electronically so you can share insights and reflections about the assignment with the class. You will not show or project, just verbally share.

TENTATIVE SCHEDULE FOR CIEP 442

Date	Topic	Due
May 22	Introduction/Syllabus What Could School Be? What is Understanding by Design? What is Backward Design? This I Believe	Read <i>What School Could Be</i> by Ted Dintersmith Read Universal Design for Learning white paper
May 24	What is a year-long plan (ylp)/curriculum map? How do you write a ylp? How do you lead the writing of ylps? Unpacking standards	Read Wiggins & McTighe Intro, Chapters 1 and 2 Read DiMichelle Lalor Intro Read article "A Compelling Case for Curriculum"
May 29	Online meeting Innovation Revelation assignment	Read Wiggins & McTighe chapters 3 & 4
May 31	Share Innovation Revelation Writing course outcomes/syllabi Using and leading Backward Design school-wide writing and alignment Curriculum Theories Unit plans – examples	Innovation Revelation DUE Read Wiggins & McTighe chapter 5 Read DiMichelle Lalor Consideration 1 and 2 and 3 Read Wormeli chapters 3 & 4
June 5	How to write a unit plan; how to lead writing a unit plan BRING a unit plan or begin to work on a new one in class Essential Questions UbD Stage 2: Assessment What assessments opportunities can we provide for all students so that they can show evidence that they learned what we intended? What assessment tasks and other evidence will anchor curriculum units and guide instruction?	2.0 Class Schedule due Read Wiggins & McTighe Chapters 6 & 7 Read Wormeli chapters 6 and 7 DiMichelle Lalor consideration 4 & 5
June 7	Assessment and Grading What grading and reporting practices support learning and encourage learners? Homework Empowering teacher leaders Instructional Coaching; Classroom Walk Throughs, Peer Observations Best practices in professional development	Read Wormeli pages 18-19; chapters 2, 11, 12, and 14 Read Wiggins & McTighe Ch. 8 Read article "Does Homework Help?" CHOOSE ONE: Read article "Five Hallmarks of Good Homework" OR Read article "Show Us What Homework is For"
June 12	Essential Instructional Practices Differentiation How does curriculum impact instruction? How do curriculum and instruction impact learning?	Wormeli chapters 1, 15, 17, and 20 DiMichelle Lalor consideration 6 Wiggins & McTighe chapter 9 & 10
June 14	Finding curriculum materials and resources that align and fit your budget Sharing curriculum with stakeholders Responding to the naysayers	2.0 Year-long plan due Wiggins & McTighe chapter 13 DiMichelle Lalor considerations 7 & 8
June 19	<i>Fair Isn't Always Equal</i> presentations	Choose one chapter we haven't read in <i>Fair Isn't Equal</i> . Prepare a 5-minute summary, "A ha"s, and "Oh no"s about this chapter.
June 21	In-class Final Exam Final thoughts on assessment and grading	Audit or UbD DUE Wormeli Chapter Share DUE verbally Read Wiggins & McTighe chapters 11-12
June 25	No in-person class ALL DUE by 9:00 am: Curriculum Reflection paper to LiveText, Final Exam to Sakai, PD Plan	
June 26	Present PD Plan Share highlights of curriculum reflection paper	PD Plan due to Sakai June 25 at 9:00 a.m. Curriculum Reflection Paper due to LiveText on June 25 at 9:00 a.m.
June 28 No in-class meeting		

Loyola Required Statements



IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

IDEA Objectives:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

COURSE STANDARDS:

NATIONAL STANDARDS AND BENCHMARKS OF EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (NSBECS)

NSBECS Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

SREB 13: CRITICAL SUCCESS FACTORS/FUNCTIONS (2007):

CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 2: The school leader is able to set high expectations for all students to learn high-level content.

CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.

The Interstate School Leaders Licensure Consortium (ISLLC) STANDARDS (2008):

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E) and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions B,G, and I).

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Function E).

ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTTS) (2013):

Standard a-Teaching Diverse Students: The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of

their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

2. Performance Indicators-The competent teacher (2E) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard c-Planning Differentiated Instruction: The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

2. Performance Indicators-The competent teacher (2B) creates short-term and long-term plans to achieve the expectations for student learning; **(2C)** uses data to plan for differentiated instruction to allow for variations in individual learning needs; **(2D)** incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences.

Standard e-Instructional Delivery: The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

2. Performance Indicators- The competent teacher: (2H) uses data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student.

Standard g-Assessment: The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

2. Performance Indicators-The competent teacher: (2I) uses effective co-planning and co-teaching techniques to deliver instruction to all students.

Standard I-Professionalism, Leadership, and Advocacy: The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents, or guardians, and the profession.

2. Performance Indicators-The competent teacher: (2C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.