

**JOHN CARROLL UNIVERSITY**  
**Department of Education**  
**COURSE SYLLABUS**

**EDUCATION 557 Applied Curriculum Principles**

**3 credits**

**Knowledge Base**

Understanding how curriculum is applied in schools requires an understanding of the curriculum development cycle. Also, an understanding of assessment, especially alternatives to testing, is needed. Further, learning styles of both students and adults is important, especially in applying staff development principles.

**Major elements from the ELCC guidelines and conceptual framework:**

- Develop a vision/leadership
- Promote community involvement/leadership/personal and professional development
- Provide effective instructional program/specialization
- Manage the organization/specialization and leadership
- Respond to community interests and needs/personal and professional development and leadership
- Understand the larger context/leadership and specialization

**Course Objectives**

Knowledge: The student will be able to:

- a. identify the process of planned strategic change
- b. understand research-based decision making
- c. identify a different model of school improvement
- d. understand the “effective schools” research base

Skills: The student will be able to:

- a. demonstrate research-based decision making
- b. evaluate programs
- c. project management, including the use of computers as a management tool
- d. develop a model for school improvement

Attitudes: The student will be able to:

- a. appreciate the dynamics of curriculum development
- b. accept the importance of learning styles
- c. acknowledge the need for systematic approaches to curriculum development
- d. understand the importance of assessment to the improvement of schooling
- e. understand the necessity of effective involvement of families and related constituencies in the assessment, planning and evaluation process.

Desired results:

- engages in systematic inquiry
- assists fellow professionals
- demonstrates knowledge of content and pedagogy
- demonstrates knowledge of clients/students
- uses knowledge of communication techniques to foster collaboration and supportive interaction
- takes initiative in assuming leadership
- initiates activities that contribute to the profession
- assumes responsibility in decision-making and helps to ensure that decisions are based on the highest professional standards
- challenges negative attitudes and practices; is proactive in serving clients/students/colleagues

Class sessions typically will have three distinct parts:

- a. lecture/dialogue based on required text
- b. guided activity/student presentation
- c. curricular application problems/dialogue

## **Course Outline:**

### Session 1: January 20

Lecture: Class Requirements; Overview

Activity: Pre-test discussion; What is non-traditional assessment?

Application problem: What data do you watch to assess your school's success in terms of student achievement?

### Session 2: January 27

Lecture: Chapter 4 – Best Practices in Mathematics  
Introduction + Chapter 1 – Political Context and What We Want

Activity: Using the state model course of study and your district's own course of study, construct pupil performance objectives and assessments for the major curricular goals in mathematics.

Application problem: If school personnel know that proficiency tests and other measures of school success have specific learning target outcomes why don't they focus instruction on those outcomes exclusively?

### Session 3: February 3

Lecture: Chapter 6 – Best Practices in Social Studies  
Chapter 2 – What We Believe

Activity: Using the state model course of study and your district's own course of study, construct pupil performance objectives and assessments for the major curricular goals in social studies.

Application problem: What really matters? With everything we know about curricular models how should we decide what to do during the time children are in school?

### Session 4: February 10

Lecture: Chapters 2,3 – Best Practices in Reading and Writing  
Chapter 3 – What We Know

Activity: Using the state model course of study and your district's own course of study, construct pupil performance objectives and assessments for the major curricular goals in science.

Application problem: Does it matter that different learners have different learning styles? How does that impact instruction?

### Session 5: February 17

Lecture: Special Education Curriculum/Instruction  
Chapter 4 – What We Do

Activity: Interview a special education teacher/special services supervisor and summarize the information.

Session 6: February 24

Lecture: Curriculum review/revision cycle  
Chapter 5 – Best Practices in Science  
Chapter 5 – School Organization

Activity: Using the state model course of study and your district's own course of study, construct pupil performance objectives and assessments for the major curricular goals in reading and writing.

Application problem: Can everything be taught in this way? What about higher level thinking skills? What about attitudinal skills?

**Session 7: March 3**  
**Mid-term examination**

Session 8: March 10

Lecture: Chapter 7 – Best Practices in the Arts  
Chapter 6 – Policies and Practices Affecting Students

Activity: Using the state model course of study and your district's own course of study, construct pupil performance objectives and assessments for the major curricular goals in the arts, global languages, health/physical education and other elective courses.

Application problem: To what degree should curriculum match community members' expectations and religious, racial, or ethnic composition?

Session 9: March 17

Lecture: Getting curriculum into unit/lesson plans and classroom instruction  
Best Practices in Mathematics  
Chapter 7 – Policies and Practices Affecting Staff

Activity: Using the pupil performance objectives and assessments you developed, identify pre-requisite component skills and create quality unit and lesson plans for mathematics.

Application problem: How do you know when to move on to the next instructional outcome? Do you wait for all students to have mastered before moving on?

Session 10: April 7

Lecture: Best Practices in Social Studies  
Chapter 8 – Linkages Beyond the School

Activity: Using the pupil performance objectives and assessments you developed, identify pre-requisite component skills and create quality unit and lesson plans for social studies.

Application problem: How should we handle dissension, avoidance, disagreement, insubordination, deception, distraction, and other less than compliant behaviors on the part of staff members?

Session 11: April 14

Lecture: Best Practices in Reading and Writing  
Chapter 9 – Aligned Curriculum  
Chapter 10 – Assessment

Activity: Using the pupil performance objectives and assessments you developed, identify pre-requisite component skills and create quality unit and lesson plans for reading and writing.

Application problem: Is there a literacy component necessary for the students' families? If so, what would that look like?

Session 12: April 21

Lecture: Best Practices in Science  
Chapter 11 – Team Planning  
Chapter 12 – Learning Support

Activity: Using the pupil performance objectives and assessments you developed, identify pre-requisite component skills and create quality unit and lesson plans for science.

Application problem: Does technology assist students learn? If so, how?

Session 13: April 28

Lecture: Curricular Problems – Expecting the unexpected  
Best Practices in the Arts  
Chapter 13 – Teaching

Activity: Using the pupil performance objectives and assessments you developed, identify pre-requisite component skills and create quality unit and lesson plans for the arts, global languages, health/physical education and other electives.

Application problem: What should the reporting system be for your school/grade level/course that would inform all customers and motivate students?

Session 14: May 5

Lecture: Open Topics  
Chapter 14 – Action Planning

Activity: Project Presentations

**Session 15: May 12**  
**Final Examination**

### **Clinical Field Experiences/Assignments:**

1. Interview three teachers who use portfolio or other non-traditional assessment within their instruction. Inquire how the objectives for the given curriculum relate to the developmental task expected to be mastered by students at the given grade level. Seek information pertaining to how they evaluate and report growth using this portfolio or other non-traditional assessment. Write a report that integrates your findings. **2.3b**
2. Create and implement the use of a collection of aligned Pupil Performance Objectives, assessments, Pre-requisite Component Skills, and unit and lesson plans developed as best practices are studied and discussed for all subject areas. Identifying best practices for a specific instructional area, observe a teacher utilizing those practices and develop a dissemination plan to spread the practices in a school district.

Conduct research to determine whether the curriculum meets the needs of the families and their children in the community. Include interviews with families representing the ethnic, racial and social class demographics of the school, as well as an equally representative sample of students. Generate a list of suggestions about how the existing curriculum might be strengthened and how the suggestions might be included in a vision statement of the district.

You may conduct a study of the make-up of the community and student body that includes census data, transient rate, students on free lunch program, student and district report card policies, and interviews with at least two community members not involved with schooling to determine resources available to the schools. Using this information as a background, describe curriculum goals that would meet the needs of the community.

Include all the above information in a notebook and share with colleagues via presentation to the class. **1.1 a,b, 1.5 a,b, 4.2a, 6.1**

3. Select a subject area curriculum currently used by a school system. Conduct research to determine that extent to which the curriculum currently utilizes technology and telecommunications. Following that determination, conduct research to determine what aspects of the curriculum could be improved by technology. Evaluate the impact of these technologies and prepare the material as a recommendation to present to the curriculum director of the district.

Examine online instructional options and their curriculum for alignment with identified state and national curricular goals. Write a reflective paper analyzing the strengths and drawbacks to technology use in the classroom and online instruction. **3.1c**

4. Identify best practices for a specific instructional area, observe a teacher utilizing those practices and develop a dissemination plan to spread the practices in the district.  
**2.2a**

### **Course Evaluation**

1. class attendance and participation including responses to oral questions from assigned text material	15%
2. mid-term examination	25%
3. project	25%
4. final examination	35%

**Although it is expected that the depth of understanding exhibited in a student's response will grow, the following questions are used as the pre-test, mid-term and final examination:**

1. How do we decide what to teach? In your response you will want to address the following:
  - a. Who decides?
  - b. What process should be used?
  - c. How often should curriculum be reviewed/updated?
  - d. How should we decide what instructional objectives to focus upon?
  - e. How should we decide what skills and knowledge need to be taught to focus students on the important instructional objectives?
  - f. How do teachers develop and what are effective unit plans?
  - g. How do teachers develop and what are effective lesson plans?
  
2. How do we insure students learn? In your response you will want to address the following:
  - a. How do we develop appropriate assessments?
  - b. How do we insure that instruction and assessment aligns with the objectives?
  - c. How do we motivate students to master the instructional objectives?
  - d. How should we report mastery?
  
3. Outside of the pupil performance objectives, assessments, prerequisite component skills and unit and lesson plans, what are three specific issues/best practices you would want to address during a K-12 review of the course of study for:
  - a. mathematics
  - b. social studies
  - c. science
  - d. reading/writing
  - e. arts, global languages, health/physical education and other electives
  
4. How should we evaluate teachers such that the value of their expertise and success at teaching what students need to know and be able to do is appraised properly including:
  - a. What is the purpose of evaluation?
  - b. Which teachers are evaluated at what frequency?
  - c. What evaluation process is most effective?
  - d. What format of reporting a teacher's success, or lack of, should be used?
  - e. What follow-up activities are proper when a teacher requires an improvement plan?
  
5. What problems do you anticipate would occur in your school district during implementation of improved curriculum and how would you recommend those hurdles be overcome?
  
6. What can technology bring to schools in terms of instructional opportunities?

## **Attendance Policy**

Attendance is expected at all scheduled classes. Students are expected to model professional behavior at all times.

## **Representative Works consulted:**

Danielson, C. (2002) Enhancing Student Achievement: A Framework for School Improvement: ASCD/ETS.

Doll, R.C. (1992) Curriculum Improvement: Decision Making and Process. Boston: Allyn and Bacon.

Hass, G. and Parkay, F.W. (1993). Curriculum Planning: A New Approach. Boston: Allyn and Bacon

Jackson, P.W. (Ed.) (1992) Handbook of research on curriculum. New York: Macmillan.

Marint, D.S., Glatthorn, A., Winters, Saif, P. (1989) Curriculum Leadership: Case Student for Program Practitioners. Virginia: Association of Supervision and Curriculum Development.

Olivia, P.F. (ed.). (1992) Developing the Curriculum. New York: Harper Collins

Wittrock, M. (Ed.) (1986) Handbook of research on teaching. New York: Macmillan.

### **Journals consulted on a regular basis:**

Education Leadership

Educational Research

Educational Psychologist

Executive Education

Urban Education

## **Writing Style:**

The APA Style manual should be consulted for written work.

**Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator for Students with Disabilities (Ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.**