

MSEd 436: Curriculum Design & Assessment

Fall Quarter 2021 (Intensive)

Tuesday September 7 to Wednesday September 15

9 am to 3 pm

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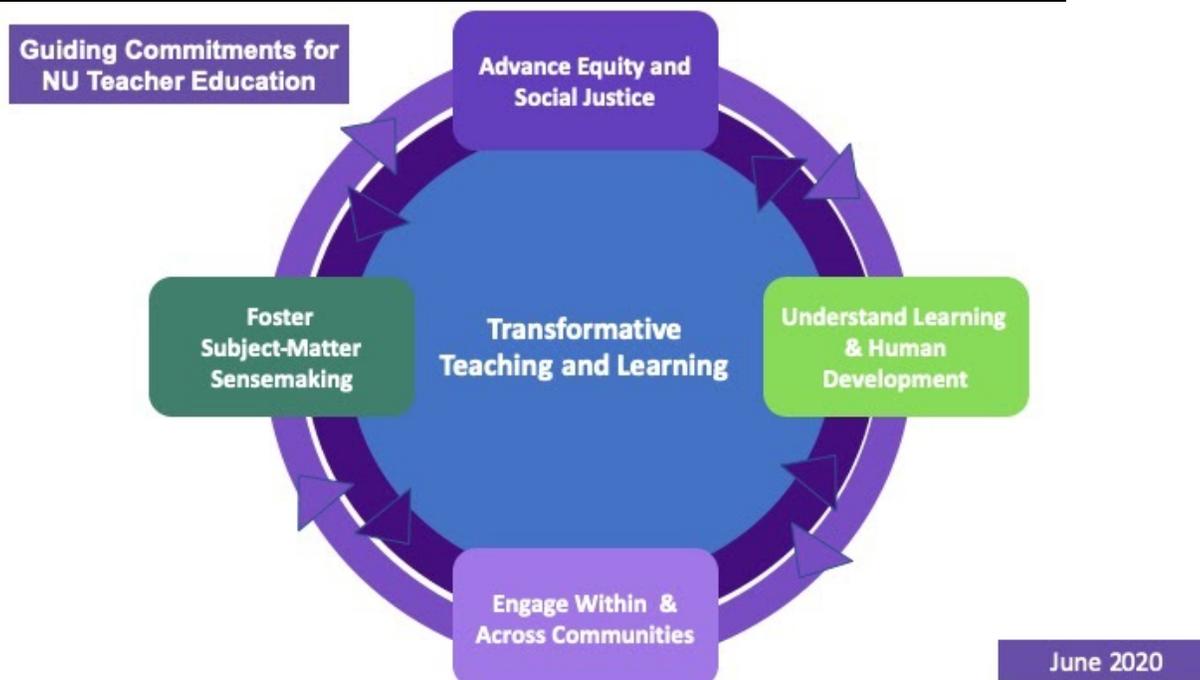
Course Description

This course takes a closer look at the two most important areas of curriculum and instruction: Instructional Design and Assessment. In the first half of the course, students will gain an overview of various approaches to curriculum design and instructional models, including the history and theory of each approach and opportunities to practice them through lesson/unit planning, simulations, and micro-teaching. In the second half of the course, students will investigate several kinds of assessments, including formative and summative assessments, and how those assessments are closely linked to instructional design, teaching, and learning. Opportunities will be given to design lessons, assessments, and a full unit plan.

Course Goals

1. Understand the theory and history of different forms of curriculum and instruction
2. Practice designing activities, lessons and units using different curricular and instructional approaches
3. Understand different kinds of formative and summative assessments
4. Practice creating and using formative and summative assessments, including how to provide good feedback to learners

Northwestern University Conceptual Framework for Teacher Education



Illinois Professional Teaching Standards (2013)

Standard 1 - 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.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for 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.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - 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.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - 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.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - 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.

Illinois Social and Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Academic Integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". For details regarding academic integrity at Northwestern or to download the guide, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>.

Accommodations for Students with Disabilities

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (email: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

COVID-19 Classroom Expectations

Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

- Students, faculty, and staff are required to wear a face covering in all public and shared environments on campus, including during class sessions when others are present.
- Students, faculty, and staff are expected to observe the rules of social distancing, which require that you are no closer than six feet from other individuals.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Chairs and tables in classrooms are set to maintain a six foot distance between individuals. Do not move chairs from their place in the room.
- There will be assigned seating in every class. Instructors may be asked to provide seating information to aid in contact tracing if a student tests positive for COVID-19.
- Class dismissals will start with the seat/row closest to the exit door and be managed by the instructor so as to minimize congestion near the exit.
- Students and faculty will allow those occupying rooms to fully exit before they enter the room.

In the event that a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

To ensure the health of our community, Northwestern University currently requires students who come to campus or interact with the campus community in person regularly to be tested for COVID-19 routinely. Students must keep the Community Interaction Survey in [CAESAR](#) up-to-date, which is the method by which students communicate such plans to the University. Community Interaction Survey status, enrollment in classes with face to face meetings, and/or living in an on-campus residence dictate the frequency with which students must be tested.

Students who fail to comply with COVID-19 testing or misrepresent their status in the Community Interaction Survey may face summary disciplinary action, including being restricted from campus or suspended.

Class Recordings

This class or portions of this class will be recorded by the instructor for educational purpose and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Support for Wellness and Mental Health

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

Student Attendance Policy

Student attendance at every class meeting is expected. You should also be on time. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to re-take the class at another time. Any absences or tardiness will result in a deduction from your class participation grade.

Grading

Assignments must be posted in Canvas and turned in by their assigned deadline or receive a half letter grade penalty for each day it is late. You should expect feedback on your assignments as well as number of points earned. In some cases, I will use a rubric for grading that you will receive ahead of time. All assignments can be resubmitted to be regraded up to the last day of the quarter. Please talk to me ahead of deadlines if you cannot meet these guidelines.

Required Texts

Fisher, D., and Frey, N. (2014). *Checking for Understanding: Formative Assessment Techniques for Your Classroom (2nd Ed.)*. Alexandria, VA: ASCD. ISBN# 978-1416619222. Price: \$27.95

Loror, A. (2017). *Ensuring high-quality curriculum: how to design, revise, or adopt curriculum aligned to student success*. Alexandria, VA: ASCD. ISBN# 978-1416622796. Price: \$23.65

McConnell, C., Conrad, B., & Uhrmacher, P. (2020). *Lesson planning with purpose: Five approaches to curriculum design*. New York, NY: Teachers College. ISBN# 978-0807763988. Price: \$29.95

Recommended Texts

Ainsworth, L. (2010). *Rigorous Curriculum Design: How to create curricular units of study that align standards, instruction, and assessment*. Englewood, CO: The Leadership and Learning Center.

Brookhart, S. (2013). *Grading and Group Work*. Alexandria, VA: ASCD.

Brunn, P. (2010). *The Lesson Planning Handbook: Essential Strategies That Inspire Student Thinking and Learning*. New York: Scholastic. ISBN# 0545087457. Price: \$17.99

Dueck, M. (2014). *Grading Smarter Not Harder: Assessment Strategies that Motivate Kids and Help Them Learn*. Alexandria, VA: ASCD. ISBN# 978-1416618904. Price: \$28.95

Feldman, J. (2019). *Grading for Equity: What it is, why it matters, and how it can transform schools and classrooms*. Thousand Oaks, CA: Corwin.

Fisher, M. (2015). *Ditch the Daily Lesson Plan*. Alexandria, VA: ASCD.

Muhammad, G. (2020). *Cultivating Genius: An equity framework for culturally and historically responsive literacy*. New York, NY: Scholastic. ISBN# 978-1-338-59489-8. Price: \$24.99

Popham, J. (2008). *Transformative Assessment*. Alexandria, VA: ASCD.

Schiro, M. (2012). *Curriculum Theory: Conflicting visions and enduring concerns, 2nd Edition*. Thousand Oaks, CA: SAGE.

Skowron, J. (2015). *Powerful Lesson Planning: Every Teacher's Guide to Effective Instruction*. New York: Skyhorse. ISBN# 978-1634503532. Price: \$19.99

Stiggins, R. (2014). *Revolutionize Assessment: Empower Students, Inspire Learning*. Thousand Oaks, CA: Corwin.

Vatterott, C. (2015). *Rethinking Grading: Meaningful assessment for standards-based learning*. Alexandria, VA: ASCD.

Wiggins, G. and McTighe, J. (2005). *Understanding by Design, 2nd Edition*. Alexandria, VA: ASCD.

Class Session Schedule, Topics, and Assignment Deadlines

Pre-Course Assignments

- Module 1
- Module 2
 - Fill out the Curriculum Ideology Inventory
 - Read Chapter One of Schiro text
 - Fill out blank ideology grid/matrix

Day One: Tuesday September 7

- Modules 1-6
- Welcome and Overview
- Community Guidelines
- Defining Terms: Curriculum, Instruction, Assessment, Design
- Define and Discuss Ideologies
- Columbus activity
- Unit Design Project Overview
- Approaches to Curriculum

Assignments Due Tomorrow

1. Complete the Ideology Matrix
2. Submit Journal on Models of Ideology
3. Begin sketching out your Personal Ideology of Curriculum
5. Start creating your lesson plan template
6. Begin reading Lesson Planning with Purpose
7. Brainstorm topics for your unit plan

Day Two: Wednesday September 8

- Module 7: Approaches to Curriculum discussion
- Module 8: Activities
- Module 9: Lesson Plans and Planning discussion
- Module 10: Standards: Purpose, Content Area, Common Core

Assignments Due Tomorrow

1. Design your own Lesson Plan template
2. Unit Plan Project Proposals
3. Read remaining Lesson Planning with Purpose text
4. Begin reading Lalor unit planning text

Day Three: Thursday September 9

- Discuss/Share: Lesson Plan Templates
- Discuss: Lesson Planning with Purpose text
- Standards, Assessments, and Unit Plans
- Unit Plan Proposal Gallery Walk and Feedback
- Guest Speaker: Paul France

Assignments Due Tomorrow

1. Read entirety of Lalor unit planning text
2. Start reading Fisher and Frey Assessment text
3. Complete Module 11

Day Four: Monday September 13

- Organizing the curriculum
- Unit Plans and Planning; Discuss Lalor text
- Assessment: The Big Picture
- Assessment
 - Summative
 - Formative
 - Authentic: Projects and Portfolios
- Grading

Assignments Due Wednesday

1. Finish writing Personal Ideology of Curriculum
2. Read entirety of Checking for Understanding text
3. Work on Unit Plan Project

Day Five: Wednesday September 15

- Parking Lot discussions
- Work Time
- Presentation of Unit Plans
- Course Reflection and Evaluation

Assignments

Work on Unit Plan Project; Prepare brief presentation on Unit Plan

All assignments due (except Unit Plan)

Unit Plan Project and all outstanding assignments due by end of the day Friday September 24!!

MSEd 436: Graded Assignments

Class Participation (50 points)

Your attendance and quality of participation in each class session will be taken into consideration as part of your final grade.

Response Journals (10 points each)

Throughout the course you may be asked to write a reflective journal on course concepts and ideas. Journals are usually one page single-spaced but can be longer.

Personal Ideology of Curriculum (50 points)

Write an essay that describes your personal ideology of curriculum. Your essay should be 7 paragraphs and address your view of the following: the purpose/aim of education, Teaching/Teacher, Learning, Knowledge, Childhood, Evaluation. In each paragraph, you must give a concrete example of how your ideology would look in your classroom or school.

Personal Lesson Plan Template (10 points)

Create your own lesson plan template. It should include sections related to standards, objectives, activities, and assessments. You will use this template in your final Unit Plan Project. Please be prepared to share this with the class!

Unit Plan Project Proposal (20 points)

Create a proposal for your Unit Plan Project that includes 2 ideas/possibilities for your unit. Briefly describe the goals/objectives and some of the content, skills, experiences, assessments that will be included for each idea. Please be prepared to share this with the class!

Unit Plan Project (100 points)

Create a major teaching unit plan on a topic of your choice. Write an introduction/overview that explains the content, context, rationale, and goals of the plan. Outline the lessons that will be taught within the plan. Detail at least 3 lesson plans including all resources, materials, and formative assessments necessary to teach each lesson. Detail at least 1 summative assessment that will check student understanding at the end of the unit. Please be prepared to share this with the class!