

# MSEd 437: Curriculum Leadership

Winter Quarter 2022

Wednesday January 5 to Wednesday March 9

6 pm to 9 pm

Instructor: Dr. Timothy Dohrer

618 Garrett Place

Evanston, IL 60208

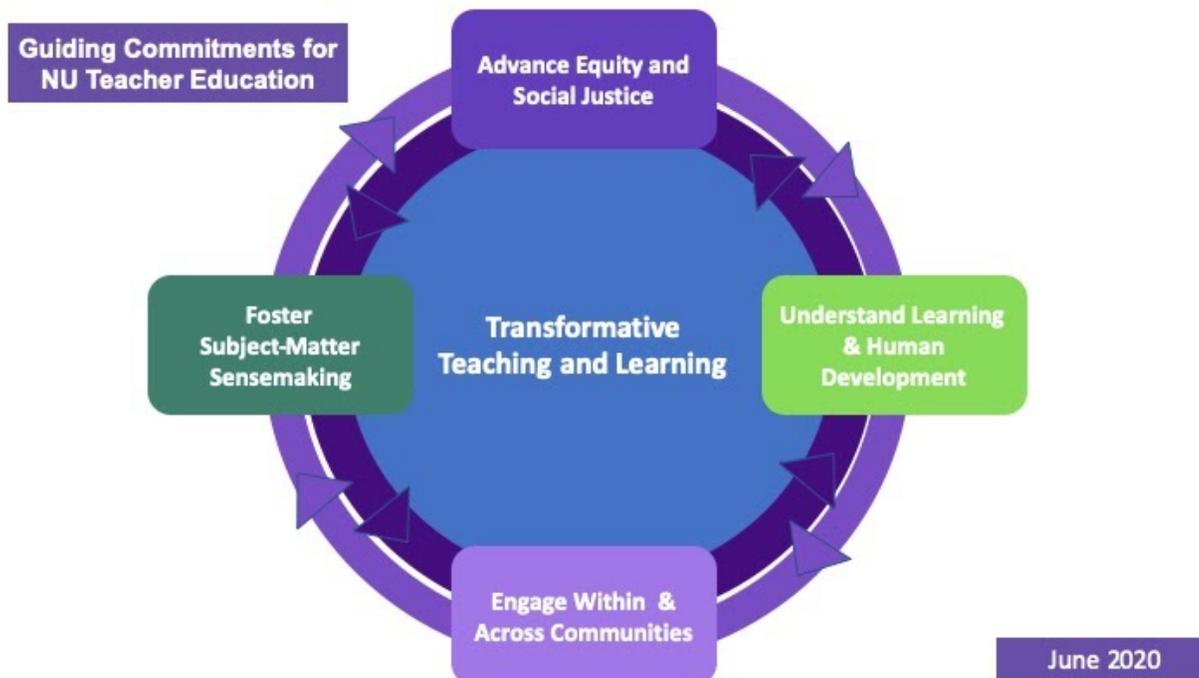
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## Course Description

This course provides an overview of various approaches to curriculum design and instructional models, as well as the impact of both on student learning, classroom climate, and school culture. Students explore the history and theory of curriculum, instruction, and assessment before delving deeply into specific current curriculum issues with an emphasis on leading individual and teams of teachers in curriculum work and school-wide efforts to enhance curriculum, instruction, and assessment.

## Course Goals

1. Understand the theory and development of different forms of curriculum in the past, present, and future.
2. Explore the design of activities, lessons and units using different curricular and instructional approaches.
3. Apply your knowledge of curriculum and instruction to teacher and school improvement.
4. Explore how curriculum and instruction knowledge is used in teacher leadership.



## **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.

## **Teacher Leader Model Standards**

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain II: Accessing and Using Research to Improve Practice and Student Learning

Domain III: Promoting Professional Learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession

## **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**

Any student with a disability requesting accommodations must register with Services for Students with Disabilities ([ssd@northwestern.edu](mailto:ssd@northwestern.edu); 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

## **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 may impact 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.

## **Recording Policy**

This class or portions of this class will be recorded by the instructor for educational purposes 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.

## **Required Texts**

Knight, J. (2013). *High-Impact Instruction: A framework for great teaching*. Thousand Oaks, CA: Corwin. ISBN# 978-1412981774

Learning Policy Institute & Turnaround for Children. (2021). *Design principles for schools: Putting the science of learning and development into action*. Available: <https://www.soldalliance.org/post/sold-design-principles-for-community-based-settings>

Muhammad, G. (2020). *Cultivating Genius: An equity framework for culturally and historically responsive literacy*. New York, NY: Scholastic. ISBN# 9781338594898

Schiro, M. (2012). *Curriculum theory: Conflicting visions and enduring concerns, 2<sup>nd</sup> Edition*. Thousand Oaks, CA: SAGE. ISBN# 978-1412988902

## **Optional Texts You Might Be Interested In!!**

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.

Beane, J. (1997). *Curriculum integration: Designed the core of democratic education*. New York, NY: Teachers College Press.

Belmonte, D. (2020). *The Age of Accountability: The assault on public education since the time of A Nation at Risk*. Gorham, ME: Myers Education.

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. ISBN# 978-150639157. Price: \$33.20

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

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

Lalor, A. (2017). *Ensuring high-quality curriculum: How to design, revise, or adopt curriculum aligned to student success*. Alexandria, VA: ASCD. ISBN# 978-1416622796. Price: \$28.93

Marzano, R. (2006). *Classroom Assessment & Grading that Work*. Alexandria, VA: ASCD.

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

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

Sheninger, E. and Murray, T. (2017). *Learning transformed: 8 keys to designing tomorrow's schools, today*. Alexandria, VA: ASCD. ISBN# 978-1-4166-2389-2 Price: \$24

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

Sleeter, C. and Carmona, J. (2017). *Un-Standardized curriculum: Multicultural teaching in the standards-based classroom*. New York, NY: Teachers College. ISBN# 978-0807758076 Price: \$29.70

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, 2<sup>nd</sup> Edition*. Alexandria, VA: ASCD.

Wiggins, G. and McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD. ISBN# 978-1416614098 Price: \$25

Wiles, J. (2009). *Leading Curriculum Development*. Thousand Oaks, CA: Corwin. ISBN#: 978-1412961417 Price: \$30

# **Course Schedule and Topics**

## **Session 0, Complete before Wednesday January 5**

- Write a “Who am I?” post on the Discussion Board
- Fill out the Curriculum Ideology Inventory and score it
- Read Introduction of Schiro text
- Feel free to start reading Schiro and filling out blank ideology grid

## **Session 1, Wednesday January 5: Definitions**

- Getting to know each other
- Introduction to the course
- Defining Curriculum
- Identifying issues in curriculum, instruction, and assessment
- Introduction to ideologies of curriculum and instruction

### **Standards:**

IPTS: 2, 8, 9

Teacher Leader: Domains 1, 3, 7

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

### **For next class:**

1. Read: Schiro Chapters Intro, 1, 2, 3
2. Assignment: Ideology Chart/Matrix: Create a chart or matrix to fill out as you read Schiro.

## **Session 2, Wednesday January 12: Ideologies**

- Begin discussion of curriculum ideologies and curriculum history
- Focus on Scholar Academic and Social Efficiency
- Guest: Dr. Pete Bavis, ETHS Assistant Superintendent

### **Standards:**

IPTS: 1, 3, 7, 8

Teacher Leader: Domains 2 and 5

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

### **For next class:**

1. Read: Schiro Chapters 4, 5, 6, 7
2. Begin writing your Curriculum Ideology Autobiography essay. Due Session 4

## **Session 3, Wednesday January 19: Ideologies**

- Ideologies, approaches, and philosophies of curriculum
- Focus on Learner Centered and Social Reconstruction
- Identify issues and design challenges. Start the Design Challenge Project!
- Guests: Baker Demonstration School teachers

### **Standards:**

IPTS: 2, 3, 4, 5

Teacher Leader: Domains 2 and 4

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

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

### **For next class:**

1. Submit Curriculum Ideology Autobiography essay on Canvas
2. Read: Learning Policy Institute & Turnaround for Children. (2021). *Design principles for schools: Putting the science of learning and development into action.*

## **Session 4, Wednesday January 26: Current Issues in C&I**

- Standards-based curriculum and instruction
- Assessment and its role in schools
- The role of curriculum and textbook companies
- Civics in the Curriculum
- Creating curriculum in 2022: Individuals and Teams

### **Standards:**

IPTS: 2, 3, 4, 5

Teacher Leader: Domains 2 and 4

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

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

### **For next class:**

1. Read rest of the LPI Design report and first half of Muhammad
2. Write/create a book review of EITHER the LPI Design report or Muhammad. Due Session 6

## **Session 5, Wednesday February 2: Possibilities**

- Disciplinary, Interdisciplinary, Integrated curriculum
- Understanding by Design (UbD)
- Universal Design of Learning (UDL)
- Liberatory curriculum and practices

### **Standards:**

IPTS: 2, 3, 4, 5

Teacher Leader: Domains 2 and 4

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

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

### **For next class:**

1. Finish Muhammad
2. Write book review of either LPI Design report or Muhammad text

## **Session 6, Wednesday February 9: Leading Curriculum Creation, Revision, and Change**

- How does curricular change occur in schools today?
- What are the challenges and supports for revising or changing curriculum?
- What role can a teacher leader play in curriculum change?
- Present Design Challenge Project ideas and receive PLC feedback

### **Standards:**

IPTS: 2, 3, 4, 5

Teacher Leader: Domains 2 and 4

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

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

### **For next class:**

1. Read curriculum articles; start to read Knight text
2. Post 1 comment and 2 replies on Discussion Board related to our readings and discussions

## **Session 7, Wednesday February 16: High Quality Curriculum Materials**

- Identify, Select, Create, and Modify
- Research on high leverage materials and instructional practices: John Hattie

### **Standards:**

IPTS: 2, 3, 4, 5

Teacher Leader: Domains 4 and 6

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

SEL: Goal 3 – Decision-making and planning to achieve one’s goals and solve problems.

### **For next class:**

1. Read the rest of Knight text
2. Post 1 comment and 2 replies on Discussion Board related to our readings and discussions
3. Begin preparing your Design Challenge Project

## **Session 8, Wednesday February 23: High Leverage Instructional Practices**

- The connection between curriculum and instruction
- What research says about impactful instruction
- Discussion of Knight’s High Impact Instruction text

### **Standards:**

IPTS: 2, 3, 4, 5

Teacher Leader: Domains 2 and 4

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

SEL: Goal 3 – Decision-making and planning to achieve one’s goals and solve problems.

### **For next class:**

1. Read assessment articles
2. Post 1 comment and 2 replies on Discussion Board related to our readings and discussions
3. Begin preparing your Design Challenge Project

## **Session 9: Wednesday March 2: Assessment and Grading**

- Connection between curriculum, instruction, and assessment
- Defining assessment
- Feedback versus Grading

### **Standards:**

IPTS: 2, 3, 4, 5

Teacher Leader: Domains 2 and 4

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

SEL: Goal 3 – Decision-making and planning to achieve one’s goals and solve problems.

### **For next class:**

1. Post 1 comment and 2 replies on Discussion Board related to our readings and discussions
2. Prepare your Design Challenge Project

## **Session 10, Wednesday March 9: Design Challenge Projects**

- Present your Design Challenge Projects
- Course evaluations
- Final words...

# MS ED 437: Curriculum Leadership

## Graded Assignments

### Class Participation (50 pts.)

Your attendance and engagement in each class session will be part of your final grade.

### Curriculum Ideology Autobiography (50 points) Due Session 4

Write an essay (4-5 pages, double-spaced) that looks back on your past and present school experiences for examples of Schiro's four ideologies: Scholar Academic, Social Efficiency, Child-Centered, Social Reconstruction. Explain the context and then give a concrete example (or more) of that ideology in practice and how it affected (or did not affect) your learning or teaching. If you can't identify an example of an ideology, why not? What could have changed in that moment or context if you had learned in that way? Finish the essay with a discussion of how any/all of the ideologies impacted you as a learner? As a teacher? Where do you think you will go next in your teaching and leadership in relation to the ideologies?

### Book Review (25 points) Due Session 6

Write a book review (2-3 pages) or record a book review (5-10 min) of either the LPI Design Report or Muhammad's text *Cultivating Genius*. This review should at the least cover three areas: summary of the text, analysis of the text's pros/cons, discussion of who should read this text and how it could be useful (or not) to teachers. Feel free to organize your review in any way and add any details beyond this.

### Discussion Board Posts (10 points each) Due at Sessions 7, 8, 9

Write a post to the Canvas Discussion Board and then at least two replies to posts/replies. A post is a paragraph. A reply is usually a few sentences but can be longer. It is often useful to end your post with a question that others can respond to! You can post and reply in response to our readings, class discussions, or the issues being addressed that week.

### Curriculum Design Challenge Project (100 points) Due March 18<sup>th</sup> or earlier

1. **Select a challenge you, a colleague, or your school is facing in curriculum & instruction. Design a solution to this challenge and make significant progress towards implementing it.** This needs to be something you can practically do in 10 weeks or make significant progress towards. Then describe the challenge, what you did towards implementation, evidence of its success, and then self-reflect on the process and outcome.
2. Examples: curriculum or textbook adoption, designing a new unit, redesigning an existing unit, implement a new kind of assessment in a unit or classroom, rolling out a new piece of software or hardware, incorporating student feedback that drives curricular change, integrating multiple disciplines, adding service learning to a unit/classroom, incorporating explicit SEL instruction, trying out an NGSS storylines approach, etc.
3. Write a paper, create a presentation, or create a video or podcast that summarizes your project and tells a story of what you did and how it turned out. This overview should include the following sections:
  - a. **The Challenge:** Spend some time describing what the challenge is, including any history, current context, any connections to ideologies, potential positive outcomes and roadblocks, and solutions that have been attempted.
  - b. **The Design:** What do you propose a solution could be to this problem? Describe the outcome and indicators of success. Describe the steps needed to achieve this solution. Think about the "who, what, where, when, why, how" of the solution. What resources would be needed and what support might you or your colleagues need?
  - c. **Implementation:** As you engage in implementing the solution, keep notes on what you do and self-reflections on the process and your thinking along the way. Look for opportunities to collect artifacts or data.
  - d. **Outcomes:** Describe the result or where the process is at the end of 10 weeks. Have you accomplished your design goals? What has changed? What has not changed? What still needs to be accomplished?
  - e. **Self-Reflection:** What did you learn from this experience? What would you go back and do differently? What are the next steps you need to take? How might you use this experience in future curriculum design situations? What has this project taught you about leadership or how could it be applied towards your leadership?
4. Lead a short presentation or activity on your project so we gain a basic understanding of it. Try for 10 minutes. In the end, I just want us all to get a sense of your project so we know what you have been working on all quarter!