

**Curriculum Design K-12
(04.638)**

INSTITUTION AND SCHOOL:

University of Massachusetts Lowell, Graduate School of Education

The mission of the University of Massachusetts Lowell is to promote and sustain to this mission by developing professionals who help transform the region through leadership roles in education. The GSE's commitment to Education for Transformation produces graduates who:

- * Demonstrate excellent knowledge, judgment and skills in their professional fields;*
- * Promote equity of educational opportunity for all learners;*
- * Collaborate with other educators, parents and community representatives to support education excellence;*
- * Use inquiry and research to address educational challenges.*

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INSTRUCTOR INFORMATION:

Joseph Walsh, EdD

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Office hours conducted through chats and may be arranged by appointment.

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COURSE OVERVIEW / RATIONALE

All teachers and administrators should have a sound knowledge base in curriculum design. Whether used in the development of a specific unit, an interdisciplinary theme, a course, or a program of study; the elements of curriculum design lead to more effective curriculum planning and produce a more coherent curriculum. In an era of standards-based curriculum and assessment, the demand for effective curriculum design is

essential. State curriculum frameworks in 50 states have made a requirement that all teachers and schools re-examine and revise existing curricula. At the same time, educators are asked to make important decisions about the content of the curriculum, the selection of instructional material, and the modifications of teaching strategies based upon performance assessment, which are often related to the frameworks. A thorough understanding of curriculum design will aid educators in making these decisions.

This course is intended to provide the student with the basic elements of curriculum design. The knowledge and theory of curriculum development, instruction, and assessment will serve as a scaffold for the design of a coherent curriculum. Students will acquire skills that will provide the basis for sound decisions about curriculum design. Students will utilize their understanding of curriculum design to analyze the Massachusetts Curriculum Frameworks (or other relevant state curriculum frameworks), as well as other curriculum and instructional material available in print or via the Internet. In addition, students will apply their theoretical knowledge and practical skills to the design of a course or curriculum unit. The course is design to provide a balance of theory, practice, and individual and group work.

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REQUIRED READING

Wiggins, Grant and Jay McTighe (2005), Understanding by Design (Second Edition), Association for Supervision and Curriculum Development (ASCD), Alexandria, VA

Wiggins, Grant and Jay McTighe (2004), Understanding by Design Professional Development Workbook, Association for Supervision and Curriculum Development (ASCD), Alexandria, VA

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COURSE GOALS

Students are expected:

1. To understand and apply the basic elements of curriculum design to the construction of a course or unit design
2. To practice the critical thinking skills necessary for making key decisions in the design of curriculum
3. To learn the procedural and technical skills that are useful for curriculum design
4. To understand how knowledge of the foundations of curriculum (historical, philosophical, psychological, and social/political) provide a useful analytic lens for understanding curriculum design decisions and selecting design tools

5. To understand how to apply the principles of curriculum design as a useful lens for the critique of existing curriculum
6. To understand how to use state curriculum frameworks to design standards-based curriculum and assessment
7. To learn the skills of curriculum design with respect to subject-based curriculum and interdisciplinary curriculum
8. To understand how current technological resources are used to research, apply and communicate key curriculum information

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ESSENTIAL QUESTIONS

1. What are the basic elements of curriculum design and how can they be used to design curriculum products such as a course or unit design?
2. What are the critical thinking skills that are necessary for making key decisions in the design of curriculum? How can these thinking skills make a difference in curriculum design work?
3. What procedural and technical skills are useful in designing curriculum? What are the strengths and limitations of these technical skills?
4. What background knowledge in educational philosophy and curriculum theory do educators need to develop the critical thinking skills necessary to make key decisions in the design of curriculum?
5. How will the recent development of curriculum standards and assessments at the state and national level influence the way that curriculum is designed? What is the potential of curriculum standards and assessments for instructional improvement?

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Course Products

Response Journals – 10%

Each student will complete three Reflective Response Journals, online, in response to curriculum design issues. Students are encouraged to draw on reading material, independent research and experience to respond to the posed issues. (See “Course Reference” section for more details and rubric)

Case Study – 10%

Throughout the course, we will consider several case studies which deal with issues related to the application of curriculum in true to life scenarios. Students will be asked to read and respond to the issues raised through the discussion board. Responses will be graded in accordance with the policy below – on Weekly Postings / Participation. In addition, students will be required to create a case study of their own, based on a curriculum related issue from their experience. Guidelines will be provided in addition to the examples mentioned above. (See “Course Reference” section for more details and rubric.)

Weekly Postings / Participation – 10%

In addition to the three response journals, students are to post on the discussion board at least one **weekly on-line memo** (usually one-two pages*) in response to course material, articles, and topics. Posting deadline will be midnight on the Friday following the release of materials. Guidelines for these topics will be presented each week in the introductory materials released each Monday. The essential purpose of the memo is to facilitate individual and collective reflection, analytic insight, understanding, and conversation. Its ultimate value depends on the ability to engage in serious critique, and self-critique, rather than just mechanically recording events and thoughts. In addition, students are to “respond” to individual or collective ideas that emerge through the discussion board. At least one significant response is due each week; responses are due by midnight Saturday. Weekly postings will not be graded, although there will be a 10% participation grade, based on quality and loyalty of class participation. I will read and digest each memo as it appears on the discussion board, and we will participate in the online dialogue as appropriate, but rarely.

*”Two pages” means two double-spaced (8 ½ x 11) pages in length (about 570 words).

Performance Product #1 - Understandings – 20%

As curriculum designers you will need to be able to evaluate curriculum designs and to provide appropriate feedback to the authors or the proponents. The purpose of the first performance product is to reflect on your understanding of Stage I (Identifying Desired Results) of the curriculum design process.

Performance Product #2 - Assessment – 20%

As curriculum designers you will need to be able to evaluate curriculum designs and to provide appropriate feedback to the authors or the proponents. The purpose of the second performance product is to reflect on your understanding of Stage II (Assessing Student Understanding) of the curriculum design process.

Performance Product #3 - Original Curriculum Unit – 30%

Each student will design and submit an original curriculum unit, which will include an analytic component. Students will be required to share components of the unit at different stages throughout the course.

Late Policy – for Performance Products #1, #2, #3

2% points off final grade for every day late.

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The University of Massachusetts Lowell, Graduate School of Education has determined the following general guidelines with respect to evaluation of academic work:

Grade	GPA	Point structure SUGGESTED – NOT Univ mandated	General Explanatory Comment
A+	4.0	4.00	Work of the highest professional standard demonstrating independent and exemplary performance
A	4.0	3.85	Excellent work demonstrating independent and high quality performance.
A-	3.7	3.6 – 3.84	Very good work, indicating consistent and careful thought and attention to the task, but requiring some areas of improvement.
B+	3.3	3.15 – 3.59	Good work, carefully executed for the most part, yet requiring several areas of improvement.
B	3.0	2.85 – 3.14	Work of graduate standard, but omissions exist or careful analysis is not evident.
Below Graduate Standard			
B-	2.7	2.5 – 2.84	Effort is evident, but work indicates lack of understanding of the demands of the task
C+	2.3	2.25 – 2.49	Poor quality work with little attention to detail and the demands of the task.
C	2.0	2.00 – 2.24	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 2.00	Serious neglect or evidence of cheating.

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Course Outline

	Date	To Do This Week
STAGE ONE	Week 1 (Jan. 23) Welcome Chat 1	Introductions – Welcome to the course Response Journal #1 Due <i><u>Beane – Coherent Curriculum</u></i>
	Week 2 (Jan. 30) Selecting the Content of the Curriculum	<i><u>Read Text – Intro, Chapter 1</u></i> <i><u>Explore PD Workbook: pages: 275, 3-27 and 30-57</u></i> CUP – Subject, Topic, Grade level selected
	Week 3 (Feb. 6) Determining Understandings Chat 2	<i><u>Read Text - Chapters 2 & 4</u></i> <i><u>Explore PD Workbook: pages: 60-80, 131-133</u></i> CUP – First Draft of Enduring Understandings Due
	Week 4 (Feb. 13) Essential Questions	<i><u>Read Text – Chapters 5 & 6</u></i> <i><u>Explore PD Workbook: pages: 81-106</u></i> CUP – Essential Questions Due
	Course Vacation Week (Feb. 20)	
	Week 5 (Feb. 27) Curriculum Standards 1 Chat 3	<i><u>Read Text - Chapter 3</u></i> <i><u>Explore PD Workbook: pages: 107-133</u></i> Response Journal #2 Due

		<p align="center"><u>(Standards article)</u></p> <p align="center">CUP – Identify Standards/Benchmarks</p>
<p><i>STAGE</i></p> <p><i>TWO</i></p>	<p align="center">Week 6 (Mar. 5)</p> <p align="center">Curriculum Standards 2</p>	<p align="center"><u>Explore PD Workbook: pages: 207-210</u></p> <p align="center">Performance Product #1 Due</p> <p align="center">CUP – Final Draft of Enduring Understandings Due</p>
	<p align="center">Week 7 (Mar. 12)</p> <p align="center">Data Driven Decision Making</p> <p align="center">Chat 4</p>	<p align="center"><u>Read Text – Chapter 7</u></p> <p align="center"><u>Explore PD Workbook: Pages: 136-154</u></p>
	<p align="center">Week 8 (Mar. 19)</p> <p align="center">Rubrics / Performance Assessment</p>	<p align="center"><u>Read Text – Chapter 8</u></p> <p align="center"><u>Explore PD Workbook: Pages:155-209</u></p> <p align="center">CUP – Performance Assessment Due</p>
<p><i>STAGE</i></p> <p><i>THREE</i></p>	<p align="center">Week 9 (Mar. 26)</p> <p align="center">The Curriculum Revision Cycle</p> <p align="center">Chat 5</p>	<p align="center"><u>Read Text – Chapter 12</u></p> <p align="center"><u>Explore PD Workbook: Pages: 262-269, 276</u></p> <p align="center">Performance Product #2 Due</p>
	<p align="center">Week 10 (Apr. 2)</p> <p align="center">Case Studies - I</p>	<p align="center"><u>Read Text – Chapter 9</u></p> <p align="center"><u>Explore PD Workbook: Pages: 238-239, 212-229</u></p>
	<p align="center">Week 11 (Apr. 9)</p> <p align="center">Putting It All Together</p> <p align="center">Chat 6</p>	<p align="center"><u>Read Text – Chapter 10</u></p> <p align="center"><u>Explore PD Workbook: Pages: 230-239</u></p> <p align="center">Response Journal #3 Due</p>
	<p align="center">Week 12 (Apr. 16)</p>	<p align="center"><u>Read Text – Chapter 11</u></p> <p align="center">Case Study Due</p>

Case Studies II	
Week 13 (Apr. 23) Curriculum Unit Project Chat 7	<u>Read Text – Chapter 13</u> <u>and Afterword</u> <u>Explore PD Workbook: Pages: 242-248, 126,</u> <u>207, 238</u>
Week 14 (Apr. 30) Share / Reflections	Performance Product #3 (CUP)– due

INSTRUCTOR’S RESUME:

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Lexington, Massachusetts 02420
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Jcwalsh11@gmail.com
(781) 861-8112 fax

EDUCATION:

HARVARD GRADUATE SCHOOL OF EDUCATION	Cambridge, MA
Ed.D. Linguistics and Education	1969
M.A.T. Teaching of English	1966
YALE UNIVERSITY	New Haven, CT
B.A. English Literature	1964

UNIVERSITY TEACHING:

UNIVERSITY OF MASSACHUSETTS at LOWELL

Lowell, MA

Adjunct Professor

1999-present

- * Co-taught 3-credit graduate course in College of Education, "Curriculum Design – K-12"
- * Taught seminar component of 9-credit graduate course in College of Education, "Analysis of Teaching" for students completing certification program
- * Taught 3-credit online graduate course in College of Education, "Organization of Schools and School Systems"
- * Taught 3-credit graduate course in College of Education, "Curriculum and Teaching: English"
- * Supervised graduate students in their practicum placements to earn public school certification as elementary and secondary English teachers

CAMBRIDGE COLLEGE

Cambridge, MA

- * MASCD Teacher Leadership Certificate Online Program

2009

CURRICULUM DEVELOPMENT:

TEWKSBURY PUBLIC SCHOOLS

Tewksbury, MA

Assistant Superintendent

1992-2003

(gr. K-12)

Educational Leadership

- * Total responsibility for staff development program for 370 K-12 teaching staff, including program development, consultant evaluation, teacher needs survey
- * Instituted Four-Year Subject Area Review Committees in reading, technology, science, writing, and social studies
- * In three schools, established full implementation of Reading Recovery, an effective pre-referral program for needy first grade students
- * Established K-12 John Collins writing program
- * Chaired broad-based Technology Committee which is implementing 5 year Tech Plan, based on Mission, Goals, student outcomes

LEXINGTON PUBLIC SCHOOLS

Lexington, MA

Language Arts/Reading Coordinator

1989-1992

(gr. K-12)

Educational Leadership

- Instituted 5-year planning, goal and objective setting at the program and course levels, adopted vision statement for three departments
- Coordinated the introduction and full implementation of Reading Recovery program
- Initiated Running Record assessment program for primary teachers, to gradually replace standardized reading testing of young children

Program Manager, Language Arts/English

1988-1989

(gr. K-8)

- Evaluated middle school (6-8) English staff of 12

- Supervised K-8 language arts/English program for the district
- Authored successful State Technology Grant for Writing Across the Disciplines, which brought 13 computers to an interdisciplinary team to supplement the theme of "writing to learn"

Language Arts Curriculum Specialist Teacher 1986-1988
(gr. K-5)

- Consulted about process writing implementation with teachers in five elementary schools
- Actively planned, served as model teacher in the classroom, and consulted with 40+ elementary teachers
- Developed twelve units to help implement and advance the Lexington Writing Program

TEACHING EXPERIENCE:

CARLISLE PUBLIC SCHOOLS Carlisle, MA
Fifth Grade Teacher 1975-1986

- Piloted Logo computer curriculum for the system
- Implemented process writing program (student choice of topic, conferences on drafts)
- Initiated new program in process reading (student choice of book, conferences on reactions)
- Piloted and established Great Books reading program
- With three-person committee, designed science curriculum based on Carlisle Town Forest

High School, Middle School, and Elementary Teaching experience
Newton Public Schools, MA; Fayerweather St. School, Cambridge, MA; Fairmont Hts. High School, MD; Weston Public Schools, Weston, MA 1964-1975

ADMINISTRATIVE EXPERIENCE:

TEWKSBURY PUBLIC SCHOOLS Tewksbury, MA
Assistant Superintendent 1992-2003
(gr. K-12)

Management and Administration

- * Helped develop and monitor three 5-year system-wide Strategic Plans, including Mission Statement, Goal Setting, and Action Plans
- * Supervised total K-12 curriculum, including comprehensive program review and establishment of system priorities
- * Chaired broad-based Technology Committee which is implementing 5 year Tech Plan, based on Mission, Goals, student outcomes
- * Wrote and monitored state, local, and federal grants for the school district, including competitive and entitlement grants

- * Had responsibility for site-based interview teams to hire all instructional staff and nurses
- * Evaluated 8 secondary curriculum leaders
- * Directed District Title IX, Chapter 622, and Section 504 responsibilities
- * Participated in committee which reviewed and recommended updates of all Tewksbury School Committee policies

LEXINGTON PUBLIC SCHOOLS
Language Arts/Reading Coordinator

Lexington, MA
 1989-1992
 (gr. K-12)

Management and Administration

- Supervised 134 teachers and 8 reading specialists throughout introduction of new programs
- Coordinated K-12 writing and reading programs, monitoring for consistency and quality, with special emphasis on the transitions between elementary, middle, and high school
- Developed and monitored budgets of \$1,500,000 (Reading) and \$2,500,000 (LA/English)
- Evaluated 33 staff members, including reading specialists, middle school English staff, and high school English department head

CERTIFICATION:

MASSACHUSETTS #175275

Superintendent
 Supervisor/Director
 Secondary School Principal
 Elementary School Principal
 Elementary Teacher
 Secondary English Teacher

HONORS:

The Haskell Memorial Award for Teaching
 University of Massachusetts Lowell
 Division of Continuing Studies and Corporate Education

Lowell, MA
 2006

LEXINGTON PUBLIC SCHOOLS
Early Tenure Granted

Lexington, MA
 1988

Member, Editorial Board
Harvard Educational Review
 Discussion Editor

1968-1969

ACTIVITIES:

BOARD OF DIRECTORS

1994-Present

**Massachusetts Association for Staff Curriculum Development
President (1999 – 2001)**

NEW ENGLAND ASSOCIATION FOR SCHOOLS AND COLLEGES

Participated in seven Massachusetts high school evaluations, three as Chair.

1999 – 2006

LECTOR

Sacred Heart Church

Lexington, MA

1991-present