

ED 604: Curriculum Development and Evaluation

Fall 2019

Instructor

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Teaching Apprentice

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Schedule and Location: Monday, 1:00 p.m. – 4:00 p.m.; 2229 SEB

Course Description

In this class, you will learn to develop curriculum and to evaluate it knowledgeably by engaging in curriculum design. I have organized the class around our curriculum development work, using a backward design framework.

We will also consider a series of current issues in curriculum design and curriculum leadership. Guiding questions for the seminar include: What political, social, and pedagogical purposes does curriculum serve? What are major design frameworks for the development of curricula? How should decisions be made about curriculum?

Course Objectives

- To develop a significant piece of curriculum for one grade and subject.
- To understand and use curriculum design and evaluation frameworks.
- To critically examine issues in curriculum development and evaluation, including the roles of various stakeholders in decision-making about curriculum, the pros and cons of a national curriculum, and the characteristics of quality learning experiences.
- To understand and how to structure curriculum and create learning experiences that are broadly impactful for students.

Course Readings and Materials

There are two required books for the class:

Dewey, J. (1938). *Experience and education*. New York, NY: Touchstone.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by Design, 2nd Ed.* ASCD.

Depending on the subject area you choose for the final project, you may need to purchase a standards document.

All other class readings are available in the Modules and Files folders of our class Canvas site, either as a hyperlink to our library site or as a pdf file.

Assignments and Grading

Participation. You are expected to come to class having carefully read each of the reading assignments. You should be prepared to actively participate in class discussions. Although you are being asked to submit only a few formal reflections on the readings (see below), you should come to class each week having recorded questions (or quotes or notes) that you wish to discuss with the group.

Ten percent of your course grade will be based on your class participation.

Written reflections and interim products. Over the course of the semester, you will produce a series of short, formal reading reflections (250-500 words). You will also be asked to submit interim products related to the formal curriculum development project. Each assignment is included in the Assignments section of the class Canvas site. The points for these assignments will collectively constitute 65% of your course grade.

Final Curriculum Design Project. For the final curriculum design project, you will choose one grade and one subject and develop:

A set of five Graduation Goals for all students

A set of five Subject Goals (upon graduation) for all students

(Optional, but suggested) A set of strands for your subject area (outcome areas for K-12 for your subject)

A set of Annual Goals for your subject and grade (organized by strand, if applicable). These must be observable and must be associated with a description of what would be considered acceptable evidence of attainment.

A chronologically-ordered curriculum map of the units (title, description, length, and goals for each)

A detailed plan for one unit, including:

- An overall description of the unit
- Unit goals and evidence you will accept as attainment
- Essential questions
- Description of instructional experiences
- Plan for assessing unit goals

A lesson plan for one lesson in the unit

A reflection that includes a description of principles you used to design the instructional experiences

The project files should be uploaded to Canvas before class on December 9. You will briefly share the results of your work on 12/9.

The Final Curriculum Design Project will count for 25% of your course grade.

Grading

Assignment Guidelines and Due Dates. I expect that all assignments for this course will be turned in on time. If extenuating circumstances prevent you from turning in an assignment on time, please contact me via email prior to the submission deadline. Unexcused late work will impact your grade in correspondence with how late the work is submitted.

Course Assignments, Due Dates, and Points Values

Assignment	Due Dates	Percent of Grade
Attendance and Participation	Ongoing	10
Written Reflections and Interim Products		
Response to Tyler	9/16 (Canvas Assignment)	15
Graduation Goals	9/23 (Canvas Discussion)	5
Subject and Level Selection	9/23 (Canvas Discussion)	
Plan for Standards	9/30 (Canvas Discussion)	
Subject Goals	10/7 (Canvas Assignment)	
Standards Infrastructure	11/4 (Canvas Assignment)	15
Annual Goals	11/11 (Canvas Assignment)	
Response to Dewey	11/11 (Canvas Assignment)	15
Annotated Bibliography	11/25 (Canvas Assignment)	15
Final Curriculum Design Project	12/9 (Canvas Assignment)	25

Grades. The scale converting points/percentages to letter grades is as follows:

94-100 = A

77-79.9 = C+

90-93.9 = A-

74-76.9 = C

88-89.9 = B+

70-73.9 = C-

84-87.9 = B

67-69.9 = D+

80-83.9 = B-

64-66.9 = D

Other Policies

Absences. Absences should be exceedingly rare and must be excused in advance. If you are unable to attend class, you will need to submit a cross-cutting reading reflection for the week's readings. If you miss more than two classes, you cannot receive credit for the class.

Class Calendar (subject to change)

Week 1: September 9

What is curriculum?

- Introductions
- Syllabus and course requirements
- What is curriculum?
- Curriculum and the goals of education
- Introduction to Tyler and Freire

Week 2: September 16

Considering the goals of k-12 education in the development of curriculum

Assignments for 9/16

- Read the syllabus carefully and come to class with any questions
- Read Tyler (1949), Chapter 1. As you read, consider the following questions: a) What do you think should be the primary sources of educational objectives? b) Do you think Tyler's sources are exhaustive? If so, why? If not, what's missing? c) What sources of data and methods would you most want to access as a designer? Write a two-page response to Tyler (1949), addressing these questions. **Submit on Canvas** and bring to class.
- Read Freire (1968), Chapter 2. Consider: How does Freire characterize the purposes of education? On what basis does he critique traditional conceptions of education? What are the qualities of the liberating education that Freire proposes?
- Find a piece of writing on the goals/outcomes/purposes of education, preferably written in the last 10 years. It can be a scholarly book or article; an editorial piece or letter to the editor in a newspaper; a report from a professional organization; a written statement from a political figure; an article in a business, parenting, or education journal...anything written. It does not have to represent your personal philosophy. Bring the piece to class and be prepared to share.

In Class

- Discussion of Tyler, Freire, and goals of education pieces
- Graduation goals and learning progressions
- Subjects and strands for k-12 education

Week 3: September 23

Backward design and the politics of curriculum decision-making

Assignments for 9/23

- *If you have not posted your Graduation Goals on Canvas discussion thread, do so.
- *Settle on the subject and level for your curriculum project. At some point in the next week, post to the Canvas Discussion site (“Final Project Plans Discussion”) a note about the grade/level and subject that you will focus on for your final curriculum development project. Write:
 - Your name
 - The subject area you will likely focus on
 - A specific grade or age
 - (e.g., “Gina, grade 3, ELA”)
- Read Lee & Ready (2009), *U. S. High School Curriculum: Three Phases of Contemporary Research and Reform* [<http://files.eric.ed.gov/fulltext/EJ842066.pdf>; link from Canvas]
- Read Deam (2014) on the history curriculum battle of 2014 [<https://search-proquest-com.proxy.lib.umich.edu/docview/1566551890/BCF44A984CA24AA7PQ/15?accountid=14667>]
- Read Wiggins & McTighe (2005), Chapter 1, *Backward Design* [Class text]

In Class

- Discuss readings on curriculum decision-making
- Intro to standards and using standards to develop goals
- Begin developing Subject Goals
- Backward Design

Week 4: September 30

Standards, standardized tests, and curriculum

Assignments for 9/30

- *Select a set of standards to use for your curriculum development work (or make the decision to develop your own). Submit plan (which standards?) on Canvas discussion thread (“Standards Plan Discussion”) **and bring to class**. If you are developing your own standards for workplace curriculum, I recommend you use the optional readings by Winch (2015) and Tutlys & Spöttl (2017) as a guide. Read through your standards carefully, attending to the organization, content, and priorities for the level and subject
- Continue to develop your Subject Graduation goals and bring draft goals to class.
- Read Stein, & Knaus (2012). *Should Standardized Student Assessments Guide Curriculum and Instruction in Schools?* [Canvas]
- Read Apple (1979/1990/2004), Chapter 4, *Curricular History and Social Control*, and Chapter 5, *The Hidden Curriculum and the Nature of Conflict* [Link from Canvas or go to: <http://mirlyn.lib.umich.edu/Record/012588998/Holdings#0> and click on “Available Online” beside “Ann Arbor Campus.” Sign in.]
- Read Wiggins & McTighe, Chapter 2, *Understanding Understanding*
- Optional: Read Winch (2015), *Towards a Framework for Professional Curriculum Design*

- Optional: Read Tutlys & Spöttl (2017), *From the Analysis of Work-processes to Designing Competence-based Occupational Standards and Vocational Curricula*
- Optional: Read Yosso (2002), *Toward a Critical Race Curriculum*
- Optional: Read Cabrera, Milem, Jaquette, & Marx (2014) and/or Cabrera, Meza, Romero, & Rodriguez (2013) about the Mexican American Studies program controversy in Tucson, AZ

In Class

- Subject goals, continued
- Beginning to unpack annual/course goals and to classify standards
- Identifying priority standards and supporting standards

Week 5: October 7

Organizing curricula around thinking and conceptual understanding

Assignments for 10/7

- *Revise your Subject Goals (upon graduation) for all students and settle on five. Submit on Canvas and bring to class.
- Continue the process of prioritizing, clustering, augmenting standards
- As appropriate, develop a set of strands for your subject. You can rely on your standards if you like. Bring to class.
- Read Wiggins & McTighe (2005); Chapter 3, *Gaining Clarity on Our Goals*

In Class

- Augmenting, unpacking, and classifying goals
- The thinking curriculum
- Using Bloom's Taxonomy to identify levels of thinking skills

Week 6: October 14

Fall Study Break

Week 7: October 21

No Class

Week 8: October 28

Essential questions and unit themes

Assignments for 10/28

- Read Wiggins & McTighe (2005): Chapter 5 *Essential Questions: Doorways to Understanding*; and Chapter 6, *Crafting Understandings*
- Work on your standards infrastructure (due next week) including anchor standards, priority goals, and supporting standards. Begin to cluster into groups/units and to revise for clarity and rigor. Bring your draft to class.
- Optional: Read Mosley et al. (2005) on additional frameworks for thinking. [Canvas]

In Class

- Continue to unpack goals and form associations between content and skills
- Developing essential questions and unit themes
- Developing annual/course goals

Week 9: November 4

Assessment and acceptable evidence

Assignments for 11/4

- *Submit your standards infrastructure, including your anchor standards, priority goals, and supporting standards, clustered into units and revised for clarity and rigor. Bring to class and submit to Canvas.
- Read Wiggins & McTighe, Chapter (2005) Chapter , *Thinking Like an Assessor* and Chapter 8, *Criteria and Validity*
- Begin to flesh out and name units. Select one unit as your focus unit for further development.

In Class

- Unpacking goals
- Determining acceptable evidence of attainment
- Summative and formative assessment
- Intro to rubrics and scoring guides
- Outcome, evidence, criteria, task, rubric, use of results

Week 10: November 11

Planning learning experiences

Assignments for 11/11

- Read Dewey (1938) , Chs. 1-3
- *Write a two-page response to Dewey, applying Dewey's discussion of experience to the selection or design of learning experiences for your unit. Submit to Canvas before class and bring to class.
- *Using your standards, develop and submit Annual Goals for your grade and subject. Bring to class and submit to Canvas.
- Start to develop assessments for your anchors and priority goals.

In Class

- Discuss Dewey and the role of experience in education.
- Begin to plan learning experiences for students.

Week 11: November 18

Planning learning experiences, continued

Assignments for 11/18

- Read Rosenshine (2012), *Principles of Instruction* [Canvas]
- Read Tyler (1949), Chapters 2-3

In Class

- Selecting and designing learning activities: Develop a class list of Guidelines (or Principles) for Selecting and Designing Learning Experiences.
- The use of units to organize instruction (sequence, length, organization)
- Organizing learning activities

Week 12: November 25

Designing experiences for all learners, and planning lessons

Assignments for 11/25

- Read Trostle Brand, Favazza, and Dalton (2012)
- Read Goldenberg (2013)
- *Find at least three articles that can inform the instruction in your unit. Read the articles and prepare an annotated bibliography. In the annotated bibliography, devote about one paragraph to summarizing the article's key points. Then devote 2-3 paragraphs (at least 300 words) to describing how the ideas/findings in the article will inform your curriculum design work. Submit the annotations on Canvas before class and bring a copy to class.
- Optional reading: Barr, Zoreh, and Joshi (2012)

In Class

- Maximizing the success of all students
- Planning lessons
- Share annotated bibliographies with team members
- Work on the unit sequence and on the unit plan for the term project

Week 13: December 2

Curriculum Evaluation

Assignments for 12/2

- Bring a draft of your lesson plan to class

In Class

- Teacher professionalism and teacher learning
- The characteristics of high-quality lessons
- Evaluating the quality of materials and lessons

Week 14: December 9

Curriculum Evaluation and Project Reports

Assignments for 12/9

- Read Glatthorn et al (2011), Chapter 12, *Curriculum Evaluation* (http://www.sagepub.com/upm-data/44333_12.pdf)
- *Finish and submit final projects and prepare to share.

In Class

- Evaluating curriculum
- Presenting final projects

Information on Support and Accommodation

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support.

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Readings References

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- Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory into Practice*, 41(4), 212-218.
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- Penuel, W. R., Phillips, R. S., & Harris, C. J. (2014). Analysing teachers' curriculum implementation from integrity and actor-oriented perspectives. *Journal of Curriculum Studies*, 46(6), 751-777.
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