



TEXAS A&M UNIVERSITY-TEXARKANA

ED 590 Curriculum Alignment for School Improvement **Course Syllabus** **May 2012**

Instructor: Jo Ann Simmons, Ed.D.

Principal of James S. Hogg Middle School in Tyler ISD

Cell Phone: 903-456-7832

Home Phone: 903-842-4648

E-mail: jo.simmons@tylerisd.org

Class is web-based. Class will meet on Tuesdays May 22, 2012 from 5:30-9:30.

Course Description:

Effective curriculum design and deep alignment are critical factors in maximizing student achievement. This course will focus on the tools that educators need to achieve deep alignment. The purpose of the course is to strengthen the knowledge and skills of educators as instructional designers and managers. Participants in the course will evaluate models for managing curriculum as they identify and research current and emerging issues in curriculum.

Required Text:

English, F. W. & Steffy, B.E. (2001). *Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability*. Lanham, MD: Scarecrow Press, Inc.

Marzano, R.J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G, & McTighe, J (2006). *Understanding by Design*. 2nd edition, Alexandria, VA: Association for Supervision and Curriculum Development.

Additional Resource Available:

McTighe, J & Wiggins, G, (2004). *Understanding by Design-Professional Development Workbook*. Alexandria, VA; Association for Supervision and Curriculum Development.

Objectives:

As indicated through the course activities and requirements listed and described on pages 3 and 4 of this syllabus, each student will demonstrate understanding of:

1. Identify the pros and cons of high-stakes testing in public schools as evidence by submission of discussion board questions and responses with an accuracy level of 70% or above.
2. Identify the pros and cons of backloading and frontloading curriculum as evidence by submission of discussion board questions and responses with an accuracy level of 70% or above.
3. Disaggregate test information using an authentic analysis of a student's state testing profile. Utilize proper steps to ensure confidentiality of student.
4. Illustrate their capability of designing curriculum for understanding by authentically designing units of study that link curriculum, instruction, and assessment at an accuracy level of 70% or above.

Technology Integration:

Instructor will:

- support instruction using a classroom presentation system.
- present material using PowerPoint presentations.
- utilize websites for current and supplemental information.
- conduct learning activities through Blackboard.

Students will:

- use electronic resources to locate education research literature.
- employ Web resources to format and submit papers.
- construct assignments in a variety of environments including word processing, spreadsheet, and slide show.
- complete course activities through Blackboard.

Methods of Instruction:

Teacher lecture, class discussion, and small group work will be the primary methods of instructional delivery. Most lectures will be driven by a PowerPoint presentation, with students being given a copy of the 'handout' slides for note taking.

Course Requirements/Assignments:

10 in 15 Quizzes – There will be quizzes (10 points each) in the semester that require a student to answer 10 questions in 15 minutes. This is to ensure the knowledge base of key concepts. The time limit provides accountability regarding prior completion of lessons.

Examination: Mid-term (50 points) and final (65 points) examinations will be administered during the course.

Pros/Cons High Stakes Testing Review – Students will write *one* two page (double-spaced) reflection paper (25 points) on the pros/cons of high stakes testing.

Research Paper: Examine professional literature to find current (2000-2012) correlation research results of influential factors on student achievement. Investigation will concentrate on school, teacher, and student-related factors utilizing comparative factors included in Marzano’s, *What Works in Schools*. Write a 6-page research paper (50 points) outlining and explaining your research results.

Understanding by Design Model Application: Students will utilize the Understanding by Design model to design *two* units (35 points each) of study for a specific grade and content area. Templates in Wiggins’ and McTighe’s book are to be used for design units. A report of the designed curriculum or unit of study will be written according to provided criteria outlined in **Understanding by Design** Template and Report.

Professional Article Review: Students will write *one* two-page (double-spaced) reflection paper (25 points) on articles related to topics discussed during the course.

All papers must follow the outline/guidelines provided and must be written in your own words. Plagiarism will result in a grade of zero (0) for the assignment. Webster defines plagiarism as “stealing or passing off ideas or words of another as one’s own.” Please visit the following website for more information on plagiarism and the new Turnitin® plagiarism protection program at A&M-Texarkana. www.turnitin.com

Note: All written assignments should follow American Psychological Association (APA) style. Text should be double-spaced in 12 point font with paragraph indentation. Use one-inch right, left, top, and bottom margins. Each page of a multi-page document should be numbered. Include a cover page similar to the one provided as an attachment to this document.

Grading: Letter grades shall be given according to the percentages indicated above:

Quizzes	50 points (5 quizzes, 10 points each)
Mid-Term	50 points
Research Paper	50 points
Article Review	50 points (2 reviews, 25 points each)
Design Model Application	70 points (
Final	65 points

335 possible points

90-100%	A
80-89%	B
70-79%	C

Below 70% F

Attendance:

Students are expected to be present at all class meetings. If a student must be absent, prior notice to the instructor is recommended via telephone call or email. The student is responsible for acquiring copies of handouts, etc. related to the missed class. The professor may require additional assignment(s) when a student is absent from class

Student Assistance:

Accommodations can be provided for students with a disability only after the student requests an accommodation and provides the appropriate written documentation of a disability. To request accommodations for this course students are responsible for the following:

1. contact the A&M-Texarkana Student Services Office to request appropriate accommodations;
2. provide documentation of a disability to the A&M-Texarkana Student Services Office and documentation must be less than 5 years old and
3. contact the instructor to discuss implementation of accommodations for this course.

The Student Services Office is located in room 227 in the Aikin building, or you can call 903-223-3062 for additional information.

The professor maintains the prerogative of changing this syllabus as necessary during the course and will notify students accordingly.

Reaction Paper

(Name of Article)
(Journal, Volume #, Date)
(Author)

Submitted in Partial Fulfillment of

ED 590 Curriculum Alignment for School Improvement
Texas A&M University-Texarkana
(Professor)
(Semester)

By

(Student's Name)

Format for Article Reaction Paper

- 1. Brief summary of major points/perspectives in the article (no more than 2 pages)**
- 2. Your reaction to the author's points (Do you agree or disagree? What are the problems or challenges associated with the issue that the author did not address?)**
- 3. How will you use this information in your teaching environment?**

