Loyola University Chicago  
School of Education  
Professionalism in Service of Social Justice

CIEP 442: Curriculum Development and Implementation

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Class Time: Tuesdays 7:00 – 9:30 p.m., McGuire Hal 334  
Office Hours: By appointment

COURSE OVERVIEW, OUTCOMES, STANDARDS

Course Description
This course provides the basis for instructional planning in the schools or other learning settings. The course approaches curriculum design, development and implementation as a collaborative, learning-centered, results-oriented decision-making process. Through assignments and critiques, candidates apply principles of “backwards design” and concept-based learning to plan school-level instruction. Attention is also paid to the impact and influence of core values, diversity, inclusion, learning differences, and human development in curriculum design. Candidates examine the professional learning communities model as it supports curriculum development, implementation, and improvement.

Course Learning Outcomes
The learning experiences in this course are designed so that candidates will be able to:
1. Explain key elements of curriculum theory. (NCATE: 2. IPSL: 1A,G; 2C, 5A)
2. Describe and illustrate key components of effective curriculum design. (NCATE: 2, 6, IPSL: 1B; 2B, C,D,E)
3. Use standards and curriculum frameworks to design learning-focused curriculum. (NCATE: 1,2, 6, 7 IPSL: 1B, E, F; 2B,C,D,E,G,I,J; 5A,6F)
4. Develop and apply criteria for reviewing school and classroom level curriculum. (NCATE: 2, 6. IPSL: 2B, C, D, E)
5. Use the professional learning community model to analyze current practice and develop a curriculum implementation plan. (NCATE: 1, 2, 6, 7)
6. Reflect on practice. (NCATE: 1, 2, 5, 6. IPSL: 5A)

ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTS) (2013):
Standard a-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.
2. Performance Indicators-The competent teacher:
2E) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard c-Planning 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.
2. Performance Indicators-The competent teacher:
2B) creates short-term and long-term plans to achieve the expectations for student learning;
2C) uses data to plan for differentiated instruction to allow for variations in individual learning needs;
2D) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences.

**Standard e-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.

2. **Performance Indicators-The competent teacher:**
2H) uses data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student.

**Standard g-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.

2. **Performance Indicators-The competent teacher:**
2I) uses effective co-planning and co-teaching techniques to deliver instruction to all students.

**Standard i-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.

2. **Performance Indicators-The competent teacher:**
2C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.

**CONCEPTUAL FRAMEWORK**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance **Professionalism in Service of Social Justice**, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course is aimed specifically at developing professionals in service of social justice. Teaching is an inherently moral act affecting the lives of children and their families and communities. The development and implementation of curriculum provides the foundation for excellent teaching in a school learning community. Your professional attitudes, knowledge, and skills will contribute positively to the success of your students and teachers.

Conceptual Framework Standard Addressed and Assessed in this course:
LUC-CF 4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

**SCHOOL OF EDUCATION AND UNIVERSITY POLICIES**

**Diversity**

In keeping with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of curriculum theory and design, instructional leadership and student achievement, it will be our challenge to create capacity within our schools so that all educational stakeholders can fulfill the promise of education. This course supports school leaders/teachers in service
of social justice by engaging them in reflective exercises and class discussions that allow them to bridge theory and practice as it relates to teaching and learning in diverse communities.

**Technology**
The information pertinent to curriculum development and implementation constantly changes. Therefore, students will develop and practice skills in locating and using on-line resources critical to these topics. Students will access information from SAKAI in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum. These activities are designed to enhance students’ ability to use technology as a teaching and learning tool. Part of the technology requirement for this course is the successful completion of the course evaluation, which will be completed online.

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. 
[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf) [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
Course Evaluation -- IDEA Objectives:
In order to gain your feedback about the course in a spirit of continuous improvement, an online course evaluation will be administered toward the end of the semester. Your feedback is greatly valued and you are highly encouraged to share areas of strength as well as identify areas of development for this course and instructor. Your feedback will be kept anonymous. The specific objectives that will guide this evaluation are as follows:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Required Texts:


Selected Recommended Texts


Selected Useful Sites

Common Core State Standards at www.corestandards.org

21st Century Fluency Project resources available at http://www.21stcenturyfluency.com/about.cfm

Partnership for 21st Century Skills at www.21stcenturyskills.org
Curriculum 21 at www.curriculum21.org

Additional texts and sites will be recommended throughout the course and/or posted on Sakai.

COURSE POLICIES

Attendance and participation
Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential not only to your individual performance, but also in the success of the course. Collaboration in every phase of the course is absolutely necessary if we are to form a learning community. We all share responsibility for the learning and teaching in this course and beyond. Because you will not be able to participate in the class community if you are not present, absences will result in your receiving a lower grade in the course, except in the case of extreme circumstances (e.g. family emergency, illness). If you know that you have to miss a class session, please notify me prior to your absence.

Late work and Extensions
I will not accept any late work. In the event of extreme circumstances (e.g., family emergency), I can be reasonable about deadlines and extensions. You can contact me via email or phone. If at all possible, please make sure you contact me prior to any given due date. If you are absent from class on the day an assignment is due, your assignment must be sent to me electronically prior to the start of class.

Format for Assignments
Unless otherwise noted, all assignments must be word-processed using 2.0 line spacing, with one-inch margins and 12-point Times New Roman font. In referencing course or other materials, please follow American Psychological Association style guidelines (APA- 6th edition). You can access the APA style manual through Loyola University Chicago’s libraries or online at http://www.apastyle.org. Assignments should be submitted via Sakai by 5:00 PM on the due date unless otherwise specified by the instructor.

STUDENT EVALUATION

Dispositions
These dispositions, Professionalism, Fairness, and the Belief that all students can learn, are indicators of growth for different levels in SOE programs. The rubrics for class assignments and participation include items about these three dispositions. At the end of the semester, I will score you on LiveText in these three categories. The scores are Target, Acceptable, and Unacceptable. Developmental disposition data will be available every semester to SOE programs (or as needed) so programs can handle issues as they arise. Please keep these in mind when discussing in class, in written papers and reflections, and, most importantly, when interacting with stakeholders at your school.

You are expected to demonstrate professional behavior by attending class, being prompt, being prepared to participate in all class sessions, collaborating with classmates, and generally expressing a professional deportment throughout the course. Distractions such as cell phones and MP3 players should be turned off unless they are directly related to class work.
Course Assignments and Projects
You are required to develop written products reflecting your knowledge and understanding of course topics. All written work is to be word processed and submitted via Sakai unless otherwise indicated. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought, and higher level thinking skills. An assessment calendar is available in Sakai.

Grades:
Grades are based on total points earned. No curve is used. The course grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>F</td>
<td>69% and below</td>
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</table>

COURSE ASSIGNMENTS AND PROJECTS

A Rubric for each of the following will be provided on Sakai.

1. CLASS PARTICIPATION – 75 points – earned throughout the course
This class has been designed to provide the opportunity for candidates and instructor to work together and with each other to accomplish the course objectives and move to deeper understanding and proficiency in key curriculum development and implementation skills. Preparation for and active presence in class set the foundation for shared learning. Components for evaluating participation include but are not limited to entrance and exit slips when used, discussion, in-class peer review of curriculum products, use of in-class drafts of assigned work, and other in-class activities.

2. CURRICULUM DESIGN PROJECT (CDP) --125 points as distributed in the four products described below
A major focus of the course is designing school-based curriculum. Using a self-selected and approved curriculum area, students will complete a CDP which consists of five related products:

Curriculum Context Page – 10 points
Using information presented in class and a template posted on Sakai, students will describe the educational context within which they will develop their curriculum units.

Year Long Plan (YLP) -- 15 points
Using information presented in class and a template posted on Sakai, students will create a YLP for their approved curriculum area.
UbD Curriculum Unit (UbD Unit) — 50 points
Using the information presented in class and in the text, students will design a curriculum unit in accordance with the UbD design process. The unit will possess all of the elements of UbD 2.0 template, and additional narratives as specified in course documents. More information about this assignment, including rubrics and design checklists, will be given in class and posted on Sakai.

Concept-Based Curriculum Unit (CBC Unit)—50 points
Using the information presented in class and in the text, students will design a curriculum unit in accordance with the Concept-Based model presented in the Erickson text, using templates provided by the instructor. More information about this assignment, including rubrics and design checklists, will be discussed in class and will be posted on Sakai.

3. CURRICULUM DESIGN REFLECTION PAPER – 25 points
After completing all previous components of the curriculum design project, students will write a 3-4 page reflection paper that includes the following:
1. A description of the overall strengths and weaknesses of your curriculum units and the areas that might need more work over time as you implement. Give reasons for both.
2. A comparison of the similarities and differences between the two unit models used. What are your preferences and why? Would one model work better than the other in your school? Why?
3. A description of the specific design choices you made so that your curriculum meets the needs of diverse learners. Show how you took into account important factors identified in the Curriculum Context such as student characteristics, varied approaches to learning, students’ skills and prior learning, and knowledge of community, school and classroom environments to design a curriculum that is developmentally appropriate and addresses the needs of diverse learners. Give reasons for your choices that specifically connect instructional planning and assessment with meeting the needs of diverse learners.
4. Citation of two “expert” sources consulted in support of your curriculum designs (beyond the required texts) and indicate how they impacted your designs.

In addition to Sakai, your reflection paper will be submitted via LiveText. The Reflection Paper is a Core CF 4 assessment.

4. CURRICULUM IMPLEMENTATION PLAN – 25 points
As a final assessment, you will sketch a 2-3 year action plan/agenda for a professional learning team to develop and implement curriculum to increase student achievement in one of three situations: 1) the entire school curriculum is in need of update in relation to standards; 2) data indicates the need to improve student performance/achievement in a targeted area; 3) indicators suggest a high performing school faced with the challenge of sustaining excellence over time. This final assignment is an opportunity to synthesize knowledge, information, skills, attitudes, and experiences developed throughout the semester and shared in class. More information about this assignment, including a rubric will be given in class and posted on Sakai. The Curriculum Plan serves as the course final.
# Tentative Course Schedule

## Unit 1: Curriculum Theory and Frameworks

<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>January 13</td>
<td>Introductions</td>
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<td></td>
<td>Syllabus</td>
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<td>Framing Ideas</td>
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<td></td>
<td>Video – educational paradigms</td>
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<tr>
<td>January 20</td>
<td>Curriculum 21 – content upgrades, space,</td>
<td>Entrance Slip: <strong>Operational curriculum beliefs in my school</strong></td>
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<td></td>
<td>organization, time</td>
<td>Read: Jacobs, Chaps 1-4</td>
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<td>Video- Wood</td>
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<tr>
<td></td>
<td>Introduce Curriculum Design Project</td>
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<td></td>
<td>Topic Selection</td>
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<tr>
<td>January 27</td>
<td>Curriculum Models</td>
<td>Entrance: <strong>CDP Topic Selection Sheet</strong></td>
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<td></td>
<td>3 levels: Year-long plan(YLP), units, lesson</td>
<td>Read: Erickson, Chap. 1 and 2</td>
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<td></td>
<td>Topic/Concept</td>
<td>Wiggins/McTighe Module A</td>
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<td></td>
<td>Context for curriculum and Implications</td>
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<tr>
<td>February 3</td>
<td><strong>Class does not meet</strong></td>
<td>Secure copy of Common Core Standards and relevant texts to plan CDP units</td>
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<td></td>
<td>Work on assignments:</td>
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<td></td>
<td>Context/Standards</td>
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<td></td>
<td>YLP</td>
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<td>Gather source material for CDP topic</td>
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<td></td>
<td>(Standards, textbook(s), key websites)</td>
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### Unit 2: Effective Curriculum Design

**Enduring Understandings – SWUT:**
- **U4:** Written curriculum is the necessary foundation for “guaranteed” student learning.
- **U5:** It is the responsibility of each educator to engage in continuous improvement of curriculum and instruction to increase student learning.
- **U6:** Backward design is a powerful tool designers can use to develop learning-focused written curriculum.
- **U7:** Ensuring that students achieve deep understanding requires deliberate planning focused on transfer and concept learning.
- **U7:** When educators collaborate on curriculum development and review, they get better at it and they develop better curriculum.

**Essential Questions:**
- **EQ4:** How can teachers and school leaders pursue both rigor and inclusiveness in curriculum design?
- **EQ5:** How can curriculum promote deep understanding and lasting learning?
- **EQ6:** What is authentic performance assessment and why is it an anchor for unit design?
- **EQ8:** What do teachers need to do to make the shift to understanding driven curriculum?

<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>February 10</td>
<td>Standards Backward Design Sketch a Unit</td>
<td><strong>Context/Standards for CDP Due</strong></td>
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<td><strong>YLP Due</strong></td>
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<td><strong>Read &amp; Process:</strong> Wiggins Modules B &amp; C</td>
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<td><strong>Bring CCSS and others as relevant to CDP</strong></td>
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<td><strong>Bring texts and key sources for CDP</strong></td>
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<td><strong>Bring Wiggins/McTighe text to class</strong></td>
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<td>February 17</td>
<td>UbD Stage 1: Desired Results Drafting and Peer Review</td>
<td><strong>Read &amp; Process:</strong> Wiggins &amp; McTighe Modules E &amp; F</td>
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<td><strong>Bring Sketched Unit</strong></td>
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<tr>
<td>February 24</td>
<td>UbD Stage 2: Evidence Drafting and Peer Review</td>
<td><strong>Read &amp; Process:</strong> Wiggins &amp; McTighe, Module G</td>
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<td></td>
<td><strong>Bring Sketched Unit</strong></td>
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<tr>
<td>March 3</td>
<td><strong>Spring Break – No Class</strong></td>
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<tr>
<td>March 10</td>
<td>UbD Stage 3: Learning Plan Differentiation</td>
<td><strong>Read &amp; Process:</strong> Wiggins &amp; McTighe, Module H</td>
</tr>
<tr>
<td>March 17</td>
<td><strong>Class does not meet</strong></td>
<td><strong>UbD Unit (all components) Due on March 22</strong></td>
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<tr>
<td>March 24</td>
<td>Structure of Knowledge and Structure of Process Selecting a concept-based unit CBC Unit template</td>
<td><strong>Read Erickson, Chaps. 3 and 4</strong></td>
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<td><strong>Read Jacobson, Chap 13</strong></td>
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<td><strong>Bring previous completed YLP to class</strong></td>
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<tr>
<td>March 31</td>
<td>Concept-Based Curriculum Unit Design Initial drafting and peer input</td>
<td><strong>Read Erickson, Chaps. 5, 6, 7</strong></td>
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<td><strong>Bring relevant Standards, texts, and</strong></td>
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### Unit 3: Curriculum Implementation Using PLCs

**Enduring Understandings – SWUT:**
U8: Sustained, planned, results-focused teacher collaboration is essential to curriculum development and implementation.

**Essential Questions:**
EQ9: How can PLCs support understanding-driven curriculum?
EQ10: What do teachers and schools need to do to make the shift to a PLC model?
EQ11: Why should schools make the shift?

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<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>April 14</td>
<td>Characteristics of Well-functioning Professional Learning Communities</td>
<td>Read DuFour, Intro and Chaps 1-3 (Dip, Dive, Fly protocol described in class)</td>
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<td><strong>Entrance Slip: PLC Guided Reflection Part 1</strong></td>
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<tr>
<td>April 21</td>
<td>PLCs and curriculum implementation</td>
<td>Read DuFour, Chaps 4-7 (Dip, Dive, Fly protocol described in class)</td>
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<td></td>
<td><strong>Entrance Slip: PLC Guided Reflection Part 2</strong></td>
</tr>
<tr>
<td>April 28</td>
<td>Curriculum Implementation Plans: Sharing and final reflections</td>
<td><strong>Curriculum implementation Plan Due April 28</strong></td>
</tr>
</tbody>
</table>

This schedule is tentative and is subject to change based on the instructor's assessment of the needs of the class. Any changes will be posted on Sakai.