

## EDUC 722: Curriculum and Assessment for K-12 Educators and Administrators Summer 2020: Course Syllabus

**Instructor:** Dr. Pamela Bork

**Phone:** 715-570-4314 (cell) 715-345-0862 (home)

**Office:** CPS 460

**Email:** pbork@uwsp.edu

**Office Hours:** by appointment

**Credits:** 3 graduate credits

**Synchronous meeting date: June 23<sup>rd</sup> from 5:30-7:30 p.m.**

### Course Description:

Study the theories and related practices of curriculum development and curriculum organization in American schools; Focus on methods, materials, and strategies in the development, organization, and delivery of curriculum in the American K-12 school system; Special emphasis given to development and interpretation of philosophical statements and management; Attention given to utilization of Understanding by Design and Universal Design for Learning.

The Educational Administration graduate program is focused upon the theme of *Reflective Scholar Constructivists Who Are Community Leaders Capable of Knowledge-Based Decisions*. The course array is designed and delivered via amalgamation of the six standards of the Interstate School Leaders, Licensure Consortium (ISLLC) and the Educational Administration Program's specialized knowledge base for initial, professional, and master school administrators. This course is aligned with the ISLLC Standard #2 - A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### Inclusivity Statement:

In this course, I welcome diversity of thought. I am committed to providing a safe learning environment for all students. As an instructor, I will be accepting of all differences of opinion, perspective, life experiences and background. If any concerns arise throughout this course, your first step is communication. I provided you my cell phone number to contact me at any time. The most important communication in an on-line course is the feedback about your work. We will be having a single synchronized meeting in this course to get you started in the course. If you have any questions about your feedback, feel free to contact me by e-mail, phone or schedule an in-person appointment through zoom. I want you to be successful in this course, so I am here to help if you need assistance.

### Textbook Required:

*Contemporary Issues in Curriculum – Sixth Edition – Alan C. Ornstein, Edward F. Pajek, Stacy Ornstein*  
Rental, ebook, library loan (UWSP library can help) and purchase options are available for this course through online companies.

If you are going to be curriculum coordinator or principal, you should strongly consider purchasing the book.

**Some chapters are on e-reserve from other books for the course. Those books include:**

*Curriculum Development – A Guide to Practice – Jon W. Wiles and Joseph C. Bondi*

*Personalized Professional Learning* – ASCD – Allison Rodman

*Simply Better*- Doing what matters most to change the odds for student success – Bryan Goodwin

### **Course Purpose:**

The course provides a perspective on curriculum development and evaluation for a public school administrator. This requires students to analyze present curricula in the District and State. The course will also introduce to the student, through supplemental readings, the necessary material to gain an adequate understanding of curriculum development and evaluation procedure.

### **Learning Outcomes:**

- The graduate student will demonstrate competency in understanding the philosophical, social, and political contexts of curriculum development (i.e. knowledge) in the legal context (i.e. disposition) as stated by the State of Wisconsin's and District's curriculum guidelines (i.e. performance).
- The graduate student will demonstrate the ability to plan, budget, organize, stimulate, and evaluate school programs (i.e. knowledge) in a diverse school community (i.e. disposition) as evidenced by relevant readings and evaluation of curriculum (i.e. performance).
- The graduate student will develop the student's vision and commitment to improving education including expertise in curriculum development and implementation (i.e. knowledge) and comprehension of professional development in the cultural, political and philosophical context (i.e. disposition) as evidenced by successful completion of several comprehensive writing assignment. (i.e. performance)

### **Grading Policy:**

#### **Assignments for class:**

Discussions – 30 points

Educational Platform: 15 points

Curriculum Comparison: 30 points

Summary of UBD or UDL – 15 points

Teacher Interview: 10 points

Total: 100 points

### **Grading Scale**

93-100 – A

90-92- A-

89-88 – B+

87-85 – B

84-82- B-

81-80 C+

79-75 – C  
74-73 – C-  
73-70 – D  
Below 70 – F

**\*Late assignments will not be accepted after the drop box date. The drop box remains open until the last course date listed on the timetable.**

### **UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

### **American with Disabilities Act**

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6<sup>th</sup> floor of the Learning Resource Center (Library). You can also find more information here:

<http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.

### **WISCONSIN ADMINISTRATOR STANDARDS (Wis. Admin Rules PI-34.03)**

1. The administrator understands and demonstrates competence in the teacher standards under s. PI 34.02.

2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.