EDCI 625: Analysis of Curriculum, Instruction & Assessment

California State University, Long Beach
College of Education
Department of Teacher Education
Spring 2017

Instructor Information	
Instructor	Corinne Martinez, Ph.D.
Contact Information	corinne.martinez@csulb.edu 562.985.1138 Office: ED2-186

Communication Policy	Announcements will be posted in BeachBoard on a regular basis. They will appear on the class homepage when you login and/or will be sent to you directly through your CSULB email. Please make sure to check them regularly, as they will contain any important information about upcoming assignments or class concerns. I will respond to your questions within 24 hours, usually sooner, but slower on the weekends. If I do not respond within 24 hours, assume that I did not get your message and resend it.
	  You may reach me through:
	   • Email at corinne.martinez@csulb.edu (preferred method)
	   • Q&A Forum for general questions that you would like to share with the class
	   • Office Hours by phone and in-person on Tuesdays 2:30-4:30PM
	   • Virtual Office Hours by email on Wednesdays 2:30-4:30PM

Course Information	
Course Title	EDCI 625: Analysis of Curriculum, Instruction & Assessment, Section 1
Course Meeting Times & Location	This class will meet **on-campus** on the following Wednesday, from 5-7:45pm in LA 1-307: 2/01/17 2/15/17 3/08/17 3/15/17 4/05/17 4/19/17 5/03/17 5/17/17 This class will meet **online** on the following Wednesdays: 1/25/17 2/08/17 2/22/17 3/01/17 3/22/17 4/12/17 4/26/17 5/10/17
Course Description	Prerequisites: EDCI 500, EDCI 505, EDP 400; and one of the following EDP 520, EDP 595, or EDP 696 or EDCI 533; consent of the instructor. Advanced study of curriculum design, instructional processes, and student assessment through analysis of theory and research on teaching and learning. California K-12 Content Standards and the California Standards for the Teaching Profession are used to align curriculum, instruction, and assessment. Letter grade only (A-F). For the Spring 2017 semester, this course will include a focus on the Linked Learning approach to curriculum design and development. The Linked Learning approach integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students succeed.
Course Structure	This is a Hybrid course that includes both online instruction and on-campus meetings. On-campus sessions will be held from 5:00 to 7:45pm, in LA 1-307. The on-line component of this course includes the use of BeachBoard as well as access on-line lectures, course materials, assignments and

	discussions. The on-line session will session will begin on Friday and run through Wednesday, unless otherwise indicated.
Student Learning Outcomes	Course-Level SLO: Students will understand the foundations, design, development, implementation, alignment, and evaluation components of curriculum in a Linked Learning pathway. 1. Describe types and dimension of curriculum planning and decision-making at various levels. 2. Analyze and evaluate the foundations of curriculum planning in a Linked Learning pathway. 3. Candidates will demonstrate a deep understanding of the goals and principles of pathway design. 4. Describe and analyze an organizational pattern for curriculum planning & development in a Linked Learning pathway. 5. Construct curriculum units by applying and practicing Linked Learning curriculum design principles. 6. Candidates will develop skills in creating and implementing authentic learning and Project-Based unit plans and learning activities. 7. Candidates will demonstrate a deep understanding of quality student learning outcomes that integrate 21st Century skills, Common Core Standards, postsecondary entrance requirements and other essential standards. 8. Determine how to evaluate the curriculum and use the evaluation data to increase student learning. 9. Describe how curriculum development, design, implementation, and evaluation processes impact school improvement.

Course Requirements

Textbooks	**Optional Text:** Oliva, P. F., Gordon II, W.R. (2013). *Developing the Curriculum*. Boston: Pearson. ISBN:0132627515 **Required Text:** Lenz, B., Wells, J. and Kingston, S. (2015). *Transforming schools using project-based learning, performance assessment and common core standards*. CA: Jossey-Bass. Larmer, J. Ross, D., Mergendoller, J. R. (2009). *PBL Starter Kit.* California: Buck Institute for Education. Saunders, M. Hamilton, E., Fanelli, S., Moya, J., & Cain, E. (2013). *Linked Learning: A guide to making high school work*. Los Angeles, CA UCLA's Institute for Democracy, Education and Access. Available for download at: http://connectedcalifornia.org/direct/files/Linked_Learning--A_Guide_to_Making_High_School_Work.pdf The textbooks can be purchased via an online vendor. **Recommended Texts & Other Readings:** American Psychological Association. (2010). Publication Manual for the American Psychological Association (6th ed.). Washington D.C.: Author. Henson, K. (2001). Curriculum planning, integrating multiculturalism, constructivism, and education reform. New York: McGraw-Hill. Marshall, J.D., Sears, J., Schubert, W. (2000). Turning points in curriculum: A contemporary American memoir. New Jersey: Prentice-Hall. Moon, B. & Murphy, P. (1999). Curriculum in context. London: The Open University. Ornstein, A., Pajak, E. and Ornstein, S. (2007). Contemporary issues in curriculum. Boston: Pearson. Wiggins, G. & McTighe, J. (2005). *Understanding by design*. (2nd. Ed.). Alexandria, VA: Association for Supervision and Curriculum Development. **On-line Resources:** Digital Chalkboard: https://www.mydigitalchalkboard.org/ Common Core Standards: http://www.cde.ca.gov/re/cc/ Content Standards (K-12) for subject disciplines link:

	http://www.cde.ca.gov/be/st/ss/index.asp CA NGSS Standards: http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp ELD Standards: http://www.cde.ca.gov/sp/el/er/eldstandards.asp CTE Standards: http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp The Teaching Channel: https://www.teachingchannel.org/ Connect Ed California: http://connectedcalifornia.org/ Edutopia: http://www.edutopia.org/
Course Assignments	All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and submitted in hard copy at the beginning of class on the date due, unless otherwise indicated. Please note, certain assignments are to be submitted via Dropbox for feedback and evaluation purposes. When references are used, they must be properly cited using a standard and consistent format. American Psychological Association (APA) format (6th Edition) is recommended. Several online resources on this format are available. The university library has the full APA style guide in its reference collection. Late assignments will be penalized up to 25 percent of the possible points. If you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. I will do my best to accommodate you. Written work must be original. The University Catalog defines plagiarism as: "…the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." If you have any doubt about what constitutes plagiarism, please speak with me. *With instructor's permission*, students who receive less than an A on a written assignment, except for the final paper, may revise and resubmit the assignment *within one week* of the date on which the assignment was returned.
Computer Requirements	In a hybrid class, many of your readings and assignments will be in BeachBoard so you need to make sure that you will have access to a computer and internet to complete your course. Your computer should have some basic software and hardware in order to use BeachBoard. **Minimum Computer Requirements:** • Operating System: Windows 7 • Browser: Firefox • Internet Connection: DSL or Cable • Peripherals: Microphone and Webcam • Software: PDF Reader, Word 2010 • Plugin: Java, Shockwave/Flash Player Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the Open Access Computing Facilities website for an extensive list of all available software installed in both computer labs. Most public libraries also have computers with internet access that you can use for free. However, please make sure that these machines satisfy the minimum computer requirement stated above.
Technology Skills	To succeed in this course, you must have: • Basic computer skills (word processing, e-mail, file management) • Basic Internet skills (use of browser, searches, uploading/downloading files) • Familiarity with discussion boards • An open mind and willingness to try new things
Online Readiness and Learning Style	Hybrid learning is different from a traditional on-campus class, and it is important to understand what skills you need to be successful in the hybrid classroom. Successful hybrid students are motivated and self-directed learners (like to take control of their own learning). To do well in the online component of the hybrid classroom, it's important that you: • are comfortable with technology • have good communication skills • have good time management skills
Time Commitment	Completion of this course including readings, discussions, assignments and projects should take at least 5 hours per week. Your time commitment may vary based upon your own level of experience with web technologies. However, you will not be able to work on this course just on the night before we meet. You will need to establish a course schedule so as not to fall behind.

Beachboard Access	BeachBoard is our virtual classroom where you can access course materials and assignment instructions as well as participate in class discussions and submit requirements. • To access this course on BeachBoard you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB's homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course. • To use BeachBoard, please refer to the BeachBoard Help Pages. • If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their online form or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Course Policies	
Drop Policy	Please notify me via email if you will be absent on the first day of class.
Withdrawal Policy	Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog to get familiar with the policy.
Participation Policy	Participation is essential to your success in this class. In the online component of a hybrid course, you are required to participate just as if you were in an on-campus class. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments and quizzes, etc. in a timely basis. Your participation is critical to our collective success. Participation includes: • Attending all on-campus meetings on time and in their entirety. • Being prepared for each class meeting (completing readings, having questions in hand, etc.). • Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas. • Engaging in constructive critical dialogue. • Engaging in roundtable and small group discussions. • Demonstrating your knowledge of the readings by making pertinent contributions, both in scholarly oral and written commentary, to be respectful active listeners, and to allow all class members to be heard with equity. • Being sensitive to your level of participation and to the engagement of your colleagues. You should come to class *on time and prepared* to engage in activities related to the topics for the evening. Expect to share your work and your ideas with other students and me on a regular basis. I encourage you to ask questions and contribute to the content of the course.
Netiquette	Netiquette is a term that relates to acceptable conduct in a web-based environment. For a detailed explanation of proper Netiquette that will be implemented in this class, go to The Core Rules of Netiquette.
Grading	**Grading:** Total points earned for class activities and assignments will be calculated and divided by the total points possible, with the course grade based on the following scale: ○ 200 - 184 = A ○ 183 - 164 = B ○ 163 - 144 = C ○ 143 - 124 = D ○ 123 and lower F **Rubrics:** In order to understand what is expected of you for each assignment, rubrics are provided with a table that details the requirements of each assignment and the benchmarks for success.

	Late Policy:	
	I will accept late assignments until one week after the deadline but with grade deduction. Late assignments will be penalized up to 25 percent of the possible points. If you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. I will do my best to accommodate you. **Viewing Grades:** You can view your grades in BeachBoard by clicking Grades on the top navigation bar. Check your grades regularly to make sure that I have received all your assignments. If you have a question about a grade, email me. Please do not post your personal concerns in a discussion forum.	
Key Assignments	PBL Unit	40 point
	Interdisciplinary Unit	20 points
	Curriculum Evaluation Plan	10 points
	Graduate Profile & Pathway Design	10 points
	PBL Unit Presentation (jointly with ETEC 523)	10 points
	Reflection Interview (Pathway Design & PBL)	10 points
	CITI Training Certificate	10 points
	Action Research Administrator Support Letter	10 points
	Attendance & Participation	10 points
	On line Activities (Discussion Boards, assignments, etc.)	70 points

Student Support		

Academic and Technical Support	If you need academic or technical assistance, use the links below to get help.
	• Writer's Resource Lab
	    o Phone: 562-985-4329
	    o Location: Language Arts Building (LAB) 212
	    o Web: http://www.csulb.edu/colleges/cla/departments/english/wrl/
	• Tutoring at CSULB
	• Technology Help Desk	

Special Needs	Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of the CSULB Disabled Student Services, please see their website - http://www.csulb.edu/divisions/students/dss/ or contact them via email at dss@csulb.edu or by phone at (562) 985-4635.	

Course Schedule

Topic	Readings	Activities & Assignments
Week 1 **1/25/17** **On-line Session** Course Overview	On line Assignment: Completion of CITI Certificate and draft of letter to Administrator	
Week 2 **2/1/17** **On-campus Session** Models for Curriculum Development: The Linked Learning Approach	Course Overview Principles of Curriculum Development Optional Readings: 1. Oliva, P. F., Gordon II, W.R. (2013). *Developing the Curriculum*. Chapter 2 and Chapter 6. Boston: Pearson. 2. Oliva, P. F., Gordon II, W.R. (2013). *Developing the Curriculum*. Chapter 6. Boston: Pearson.	Review assignments & readings Advancement to Candidacy Graduate Student Awards & Scholarships Required Assignment: Completion of CITI Certificate and draft of letter to Administrator The Curriculum Game

Week 3
2/8/17
On-line Session
Managing the Curriculum Development Process
	Readings:
	1. Condition one to Condition five (pp. 1-83) in Saunders, M. Hamilton, E., Fanelli, S., Moya, J., & Cain, E. (2013). *Linked Learning: A guide to making high school work*. Los Angeles, CA UCLA's Institute for Democracy, Education and Access.
	2. About Linked Learning?
	    a. Core Components of Linked Learning;
	    b. Linked Learning Guiding Principles
	    c. Characteristics of Successful Linked Learning Pathways
	Available at
	http://www.linkedlearning.org/about/
		Linked Learning Foundations & Structure: Key Components and Conditions
		Video Analysis: *Linked Learning Components in Action*

Week 4 **2/15/17** **On-campus Session** Building a System of High-Quality Career Pathways: High School Transformation and District Supports	Readings: 1. Condition six to Conclusion (pp. 85-105) in Saunders, M. Hamilton, E., Fanelli, S., Moya, J., & Cain, E. (2013). *Linked Learning: A guide to making high school work*. Los Angeles, CA UCLA's Institute for Democracy, Education and Access. 2. Lenz, B., Wells, J. and Kingston, S. (2015). Transforming the graduate in Lenz, B., Wells, J. and Kingston, S. *Transforming schools using project-based learning, performance assessment and common core standards* (pp. 19-40). CA: Jossey-Bass. 3. Lenz, B., Wells, J. and Kingston, S. (2015). Designing a standards-aligned performance assessment system in Lenz, B., Wells, J. and Kingston, S. *Transforming schools using project-based learning, performance assessment and common core standards* (pp. 41-64). CA: Jossey-Bass.	Pathways in the context of your district or high school and your community
Week 5 **2/22/17** **On-line Session** Focusing on Outcomes: The Foundation of Linked Learning	Readings: 1. Rustique, Elle. (2015.) The Graduate Profile: A District Strategy for the Coherent Alignment of Student Outcomes. *Professional Learning for Linked Learning Series*. Stanford Center for Opportunity Policy in Education (SCOPE). (https://edpolicy.stanford.edu/sites/default/files/publications/scope-pub-graduate-profile-district-strategy-brief.pdf) 2. Rustique, Elle and Brad Stam. (2013.) *Knowledge Brief: The Linked Learning Advantage: Using Linked Learning to Implement the Common Core State Standards*. Stanford Center for Opportunity Policy in Education (SCOPE). (http://www.connectedcalifornia.org/direct/files/resources/SCOPE%20LL-CCSS%20knowledge%20brief.pdf) 3. ConnectEd: The California Center for College and Career. *High-Quality Pathway Student Learning Outcome Statement Criteria.*	Curriculum Development for the 21st Century: *pathway vision, mission, theme, and student outcomes that serve your school, district, and community* Incorporating NGSS; CCSS; Anchor Standards

	Readings:	Course Level Curriculum
Week 6 **3/01/17** **On-line Session** Course Level Curriculum Planning	1. Association for Supervision and Curriculum Development. (2001.) *Curriculum Mapping*. (http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx) 2. Jacobs, Heidi. (1997.) Chapter 1: The need for calendar based curriculum. In *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Association for Supervision and Curriculum Development. (http://www.ascd.org/publications/books/197135/chapters/The_Need_for_Calendar-Based_Curriculum_Mapping.aspx) 3. Jacobs, Heidi. (1997.) Chapter 2: Procedures for curriculum mapping. In *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Association for Supervision and Curriculum Development. (http://www.ascd.org/publications/books/197135/chapters/Procedures-for-Curriculum-Mapping.aspx)	Mapping
Week 7 **3/08/17** **On-campus Session** Approaches to Curriculum: Project-Based Learning	Readings: 1. Lenz, B., Wells, J. and Kingston, S. (2015). Project-based learning –It's the how (and the why) in Lenz, B., Wells, J. and Kingston, S. *Transforming schools using project-based learning, performance assessment and common core standards* (pp. 65-100). CA: Jossey-Bass. 2. Buck Institute for Education. (2010). *Main course not dessert.* Retrieved from http://www.bie.org 3. Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House, 83*: 39–43. DOI: 10.1080/00098650903505415 4. Larmer, J. Ross, D., Mergendoller, J. R. (2009). *PBL Starter Kit*. 1-28. California: Buck Institute for Education.	Planning Curriculum Units: Project Based Learning Unit Design
Week 8 **3/15/17** **On-campus Session** Approaches to Curriculum: Project-Based Learning	Readings: 1. Larmer, J. Ross, D., Mergendoller, J. R. (2009). *PBL Starter Kit*. 29-100. California: Buck Institute for Education.	Planning Curriculum Units: Project Based Learning Unit Design
Week 9 **3/22/17** **On-line Session** Approaches to Curriculum: Project-Based Learning	Readings: 1. Larmer, J. Ross, D., Mergendoller, J. R. (2009). *PBL Starter Kit*. 101-117. California: Buck Institute for Education.	Planning Curriculum Units: Project Based Learning Unit Design
SPRING BREAK **3/29/17**	**No Class**	
Week 10 **4/05/17** **On-campus Session** Approaches to Curriculum: Interdisciplinary Unit Design	Readings: 1. Clayton, M. (2010). *Designing multidisciplinary integrated curriculum units*. In ConnectEd: The California Center for College and Career. Retrieved from http://www.connectedcalifornia.org/downloads (Download from Beachboard)	Planning Curriculum Units: Interdisciplinary Unit Design

Week 11 **4/12/17** **On-line Session** Approaches to Curriculum: Interdisciplinary Unit Design	Readings: 1. Clayton, M. (2010). *Designing multidisciplinary integrated curriculum units*. In ConnectEd: The California Center for College and Career. Retrieved from http://www.connectedcalifornia.org/downloads (Download from Beachboard)	Planning Curriculum Units: Interdisciplinary Unit Design
Week 12 **4/19/17** **On-campus Session** Evaluating PBL Units	Readings: 1. Marsh & Willis, (2007). Curriculum evaluation and student assessment. In Marsh and Willis, *Curriculum: Alternative approaches, ongoing issues* (pp. 249-303). New Jersey: Pearson.	Evaluating Curriculum Units
Week 13 **4/26/17** **On-line Session** Evaluating the Curriculum	Readings: 1. Marsh & Willis, (2007). Curriculum evaluation and student assessment. In Marsh and Willis, *Curriculum: Alternative approaches, ongoing issues* (pp. 249-303). New Jersey: Pearson.	Evaluating Curriculum Units
Week 14 **5/03/17** **On-campus Session** Evaluating the Curriculum	No readings assigned	Evaluating Curriculum Units
Week 15 **5/10/17** **On-campus Session** Unit Presentations	Meet jointly with ETEC 523 on 5/11/17	Presentations of units Self-Assessment
Finals Week **On-campus Session** **5/17/17**	No Final Exam for this course	Reflection Interview