A theme entitled "Education for Transformation" provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to meet the needs of the Commonwealth today and into the future by supporting the development of sustainable technologies and communities through its teaching, research, scholarship and engagement. The Graduate School of Education (GSE) contributes to this mission by educating new teachers and enhancing the professional development of those already in the field so that they may assume leadership roles focused on transforming the lives of children and the vitality of the region.

The GSE's commitment to "Education for Transformation" produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges.

The fundamental tenets of the school are excellence, equity, collaboration and inquiry.

Successful completion of this course demands that graduates demonstrate excellence within their professional fields. The final curriculum project brings together a demanding framework and an awareness of important forces that impinge on the development of curriculum in the students' school setting. The pursuit of equal access to the curriculum is a major criterion by which student work is evaluated throughout the course. The importance of collaboration, within the course and within the school setting, are modeled and expected; and the application of the finest, most applicable research in the field guides student study, reflection, and application to the summary task, a model curriculum unit.

* * * * * * * *

**INSTRUCTOR INFORMATION:**

David Troughton, EdD                                          Joseph Walsh, EdD

Office: (978) 664-7810                                           Phone: (781) 861-8114

North Reading Public Schools                                Fax: (781) 861-8112
Office hours conducted through weekly chats and may be arranged by appointment.

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COURSE OVERVIEW / RATIONALE

All teachers and administrators should have a sound knowledge base in curriculum design. Whether used in the development of a specific unit, an interdisciplinary theme, a course, or a program of study; the elements of curriculum design lead to more effective curriculum planning and produce a more coherent curriculum. In an era of standards-based curriculum and assessment, the demand for effective curriculum design is essential. State curriculum frameworks in 50 states have made a requirement that all teachers and schools re-examine and revise existing curricula. At the same time, educators are asked to make important decisions about the content of the curriculum, the selection of instructional material, and the modifications of teaching strategies based upon performance assessment, which are often related to the frameworks. A thorough understanding of curriculum design will aid educators in making these decisions.

This course is intended to provide the student with the basic elements of curriculum design. The knowledge and theory of curriculum development, instruction, and assessment will serve as a scaffold for the design of a coherent curriculum. Students will acquire skills that will provide the basis for sound decisions about curriculum design. Students will utilize their understanding of curriculum design to analyze the Massachusetts Curriculum Frameworks (or other relevant state curriculum frameworks), as well as other curriculum and instructional material available in print or via the Internet. In addition, students will apply their theoretical knowledge and practical skills to the design of a course or curriculum unit. The course is designed to provide a balance of theory, practice, and individual and group work.

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REQUIRED READING

Wiggins, Grant and Jay McTighe (2005), Understanding by Design (Second Edition), Association for Supervision and Curriculum Development (ASCD), Alexandria, VA

Wiggins, Grant and Jay McTighe (2004), Understanding by Design Professional Development Workbook, Association for Supervision and Curriculum Development (ASCD), Alexandria, VA

Glatthorn, Allan A., (2003), Using State Frameworks to Develop Quality Curricula for Massachusetts Schools, Massachusetts Association for Supervision and Curriculum Development (MASCD), Wellesley, MA.

* * * * * * * *
**COURSE GOALS**

Students are expected:

1. To understand and apply the basic elements of curriculum design to the construction of a course or unit design
2. To practice the critical thinking skills necessary for making key decisions in the design of curriculum
3. To learn the procedural and technical skills that are useful for curriculum design
4. To understand how knowledge of the foundations of curriculum (historical, philosophical, psychological, and social/political) provide a useful analytic lens for understanding curriculum design decisions and selecting design tools
5. To understand how to apply the principles of curriculum design as a useful lens for the critique of existing curriculum
6. To understand how to use state curriculum frameworks to design standards-based curriculum and assessment
7. To learn the skills of curriculum design with respect to subject-based curriculum and interdisciplinary curriculum
8. To understand how current technological resources are used to research, apply and communicate key curriculum information

* * * * * * * *

**ESSENTIAL QUESTIONS**

1. What are the basic elements of curriculum design and how can they be used to design curriculum products such as a course or unit design?
2. What are the critical thinking skills that are necessary for making key decisions in the design of curriculum? How can these thinking skills make a difference in curriculum design work?
3. What procedural and technical skills are useful in designing curriculum? What are the strengths and limitations of these technical skills?
4. What background knowledge in educational philosophy and curriculum theory do educators need to develop the critical thinking skills necessary to make key decisions in the design of curriculum?
5. How will the recent development of curriculum standards and assessments at the state and national level influence the way that curriculum is designed? What is the potential of curriculum standards and assessments for instructional improvement?

**********

Course Products

Response Journals – 10%

Each student will complete three Reflective Response Journals, online, in response to curriculum design issues. Students are encouraged to draw on reading material, independent research and experience to respond to the posed issues. (See “Course Reference” section for more details and rubric)

Case Study – 10%

Throughout the course, we will consider several case studies which deal with issues related to the application of curriculum in true to life scenarios. Students will be asked to read and respond to the issues raised through the discussion board. Responses will be graded in accordance with the policy below – on Weekly Postings / Participation. In addition, students will be required to create a case study of their own, based on a curriculum related issue from their experience. Guidelines will be provided in addition to the examples mentioned above. (See “Course Reference” section for more details and rubric.)

Weekly Postings / Participation – 10%

In addition to the three response journals, students are to post on the discussion board at least one weekly on-line memo (usually one-two pages*) in response to course material, articles, and topics. Posting deadline will be midnight on the Friday following the release of materials. Guidelines for these topics will be presented each week in the introductory materials released each Monday. The essential purpose of the memo is to facilitate individual and collective reflection, analytic insight, understanding, and conversation. Its ultimate value depends on the ability to engage in serious critique, and self-critique, rather than just mechanically recording events and thoughts. In addition, students are to “respond” to individual or collective ideas that emerge through the discussion board. At least one significant response is due each week; responses are due by midnight Saturday. Weekly postings will not be graded by us, although there will be a 10% participation grade, based on quality and loyalty of class participation. As instructors, we will read and digest each memo as it appears on the discussion board, and we will participate in the online dialogue as appropriate, but rarely.

*”Two pages” means two double-spaced (8 ½ x 11) pages in length (about 570 words).

Performance Product #1 - Understandings – 20%
As curriculum designers you will need to be able to evaluate curriculum designs and to provide appropriate feedback to the authors or the proponents. The purpose of the first performance product is to reflect on your understanding of Stage I (Identifying Desired Results) of the curriculum design process.

**Performance Product #2 - Assessment – 20%**

As curriculum designers you will need to be able to evaluate curriculum designs and to provide appropriate feedback to the authors or the proponents. The purpose of the second performance product is to reflect on your understanding of Stage II (Assessing Student Understanding) of the curriculum design process.

**Performance Product #3 - Original Curriculum Unit – 30%**

Each student will design and submit an original curriculum unit, which will include an analytic component. Students will be required to share components of the unit at different stages throughout the course.

**Late Policy – for Performance Products #1, #2, #3**

2% points off final grade for every day late.

* * * * * * * *

The University of Massachusetts Lowell, Graduate School of Education has determined the following general guidelines with respect to evaluation of academic work:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Point structure SUGGESTED – NOT Univ. mandated</th>
<th>General Explanatory Comment</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>3.96 - 4.00</td>
<td>Work of the highest professional standard demonstrating independent and exemplary performance</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>3.85 – 3.95</td>
<td>Excellent work demonstrating independent and high quality performance.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>3.6 – 3.84</td>
<td>Very good work, indicating consistent and careful</td>
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</table>
thought and attention to the task, but requiring some areas of improvement.

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<tr>
<td>B+</td>
<td>3.3</td>
<td>3.15 – 3.59</td>
<td>Good work, carefully executed for the most part, yet requiring several areas of improvement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>2.85 – 3.14</td>
<td>Work of graduate standard, but omissions exist or careful analysis is not evident.</td>
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</tbody>
</table>

**Below Graduate Standard**

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<tbody>
<tr>
<td>B-</td>
<td>2.7</td>
<td>2.5 – 2.84</td>
<td>Effort is evident, but work indicates lack of understanding of the demands of the task</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>2.25 – 2.49</td>
<td>Poor quality work with little attention to detail and the demands of the task.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>2.00 – 2.24</td>
<td>Work of very poor quality, indicating no understanding of the depth of analysis required.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 2.00</td>
<td>Serious neglect or evidence of cheating.</td>
</tr>
</tbody>
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**Course Outline:**

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<tr>
<th>STAGE ONE</th>
<th>Date</th>
<th>To Do This Week</th>
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</table>
| **Week 1** (May 26) (JW) Welcome | | Read Text: Intro, Chapter 1  
Explore PD Workbook: pages 275, 3-27 and 30-57  
Response Journal #1 Due (Beane: Coherent Curriculum) |
| **Week 2** (June 1) (DT) Selecting the Content of the Curriculum Science Technology, Engineering CF | | Read Text – Chapters 2 & 4  
Explore PD Workbook: pages: 60-80, 131-133  
CUP – Subject, Topic, Grade Level selected |
| **Week 3** (June 8) (JW) Determining Understandings Foreign Lang CF | | Read Text – Chapter 3  
Explore PD Workbook, Pages: 107-133  
Read Glatthorn Section 1 |
| Week 4 (June 15) (DT) | Read Text – Chapters 5 & 6  
Curriculum Standards  
Math CF  
Explore PD Workbook: pages 81-106  
Read Glatthorn Section 2  
CUP – First Draft of Enduring Understandings Due |
|----------------------|------------------------------------------------------------------------|
| Week 5 (June 22) (JW) | Read Text – Chapter 7  
Essential Questions  
Arts CF  
Explore PD Workbook: pages 136 – 154  
Response Journal #2 Due (Standards Article)  
CUP – Identify Standards / Benchmarks |
| **STAGE TWO** | **Week 6 (June 29) (DT)**  
Rubrics / Performance Assessment  
Health CF  
Read Text: Chapter 8  
Explore PD Workbook: Pages 155 – 209  
Read Glatthorn – Section 3  
Performance Product #1 (Stage I Analysis) Due  
CUP – Essential Questions Due |
| **Week 7 (July 6) (DT) - online** | **STAGE THREE**  
Curriculum Revision Cycle  
Read Text: Chapter 12  
Explore PD Workbook: Pages 262-269, 276  
Read Glatthorn Section 4  
Case Study Due  
CUP – Performance Assessment Due |
| **Week 8 (July 13) (JW)** | **Week 9 (July 20) (DT)**  
Planning for Learning – Stage III  
ELA CF  
Read Text – Chapter 9 & 10  
Explore PD Workbook: Pages 212-229, 230 – 237, 238 - 239  
Performance Product #2 Due  
Read Text – Chapters 11 & 13  
Explore D Workbook: Pages: 242-248, 126, 207, 238  
Response Journal #3 Due (C. A. Tomlinson article) |
| **Week 10 (July 27) (JW)** | **Week 11 (July 27) (JW)**  
Share / Reflections  
Performance Product #3 (CUP) Due |


**David S. Troughton**  
6 Rack Road  
Chelmsford, MA 01824  
Office 978-664-7810  
Home 978-256-9253  
dtroughton@comcast.net

**EDUCATION:**

1986  
Ed.D., Northeastern University, Boston, MA  
Curriculum / Administration

1975  
M.S., Northeastern University, Boston, MA  
Biology

1972  
B.S., Bates College, Lewiston, ME  
Biology

**PROFESSIONAL EXPERIENCE:**

1994 - present  
Superintendent of Schools, North Reading Public Schools, North Reading, MA,

K-12, 2,780 students, $ 18.2 million budget (FY04), 200 professional staff,

12 administrators, 100 support staff

Responsible for the leadership and management of a suburban public school system

1990 - 1994  
Assistant Superintendent, Chelmsford Public Schools, Chelmsford, MA

K-12, 5,300 students, 350 professional staff, 14 administrators, $ 25 million budget (FY94), Responsible for curriculum and staff development, strategic planning, budget, personnel, and community relations
1987-1990  Director of Curriculum, Millbury Public Schools, Millbury, MA

K-12, 1,500 students, 140 professional staff, 5 administrators

Responsible for curriculum development, supervision, testing, grants, staff development, and program evaluation

1985-1987  Associate Principal, West Boylston Jr.-Sr. High School, W. Boylston, MA

7-12, 420 students, 50 staff:

Responsible for curriculum and staff development, staff and student supervision

1974-1985  Teacher, Lynnfield High School, Lynnfield, MA

9-12, Science Department: biology, physiology

CERTIFICATIONS:

Massachusetts: Superintendent, Principal (7-12), Teacher (7-12), biology, chemistry, general science

PROFESSIONAL ORGANIZATIONS:

Mass. ASCD, ASCD, PDK, MASS, AASA, Harvard Superintendents’ Roundtable

President: MASS Merrimack Valley Roundtable

Past President: Mass. ASCD

MASS Technology Committee

MASCD Influence and Advocacy Committee (Past Chair)

Facilitator: Superintendents’ Forum, UMass Lowell, Center for Field Studies and Services

PRESENTATIONS & PUBLICATIONS:

- Making Meaning of Assessment (MASS Workshop)
- Standards-based Instruction (UMass Lowell Superintendents’ Forum,
- Curriculum Leadership Seminar (American Nicaraguan School)
- Curriculum Standards (ASCD Affiliate Leadership Conference)
- Accountability Audits (MASS / MASC Conference)
- Value-added Assessment (MASS / MASC Conference)
- MASCD Focus - Teacher Quality (publication)
• *MASCD Focus - Professional Learning Communities* (publication)
• *MASCD Focus - Fit for Learning* (publication)

**COLLEGE / UNIVERSITY TEACHING**

Northern Essex / Middlesex Community College: Anatomy & Physiology, Microbiology

UMass Lowell Graduate School of Education: Curriculum Design K-12 (also on-line format)

**REFERENCES AVAILABLE UPON REQUEST**

* * * * * * * * * * * * * * * * * * * * * * *

**Joseph Cavanagh Walsh**
20 Taft Avenue
Lexington, Massachusetts 02421
(781) 861-8114
walshj11@verizon.net
(781) 861-8112 fax

**EDUCATION:**

**HARVARD GRADUATE SCHOOL OF EDUCATION** Cambridge, MA
Ed.D. Linguistics and Education 1969
M.A.T. Teaching of English 1966

**YALE UNIVERSITY** New Haven, CT
B.A. English Literature 1964

**UNIVERSITY TEACHING:**

**UNIVERSITY OF MASSACHUSETTS at LOWELL** Lowell, MA
Adjunct Professor 1999-present
* Co-taught 3-credit graduate course in College of Education, “Curriculum Design – K-12”
* Taught 3-credit online graduate course in College of Education, “Organization of Schools and School Systems”
* Taught 3-credit graduate course in College of Education, “Curriculum and Teaching: English”
* Taught “Analysis of Teaching” seminar for all students participating in a 12-week practice teaching experience leading to licensure
* Supervised graduate students in their practicum placements to earn public school certification as secondary English teachers

CURRICULUM DEVELOPMENT:

**TEWKSBURY PUBLIC SCHOOLS**
Tewksbury, MA
Assistant Superintendent
1992-2003
(gr. K-12)

* Total responsibility for staff development program for 370 K-12 teaching staff, including program development, consultant evaluation, teacher needs survey
* Instituted Four-Year Subject Area Review Committees in reading, technology, science, writing, and social studies
* In three schools, established full implementation of Reading Recovery, an effective pre-referral program for needy first grade students
* Established K-12 John Collins writing program
* Chaired broad-based Technology Committee which is implementing 5 year Tech Plan, based on Mission, Goals, student outcomes

**LEXINGTON PUBLIC SCHOOLS**
Lexington, MA
Language Arts/Reading Coordinator
1989-1992
(gr. K-12)

* Instituted 5-year planning, goal and objective setting at the program and course levels, adopted vision statement for three departments
* Coordinated the introduction and full implementation of Reading Recovery program
* Initiated Running Record assessment program for primary teachers, to gradually replace standardized reading testing of young children

**Program Manager, Language Arts/English**
1988-1989
(gr. K-8)

* Evaluated middle school (6-8) English staff of 12
* Supervised K-8 language arts/English program for the district
* Authored successful State Technology Grant for Writing Across the Disciplines, which brought 13 computers to an interdisciplinary team to supplement the theme of "writing to learn"

**Language Arts Curriculum Specialist Teacher**
1986-1988
(gr. K-5)

* Consulted about process writing implementation with teachers in five elementary schools
* Actively planned, served as model teacher in the classroom, and consulted with 40+ elementary teachers
• Developed twelve units to help implement and advance the Lexington Writing Program

TEACHING EXPERIENCE:

CARLISLE PUBLIC SCHOOLS
Fifth Grade Teacher
Carlisle, MA
1975-1986

• Piloted Logo computer curriculum for the system
• Implemented process writing program (student choice of topic, conferences on drafts)
• Initiated new program in process reading (student choice of book, conferences on reactions)
• Piloted and established Great Books reading program
• With three-person committee, designed science curriculum based on Carlisle Town Forest

High School, Middle School, and Elementary Teaching experience
Newton Public Schools, MA; Fayerweather St. School, Cambridge, MA; Fairmont Hts. High School, MD; Weston Public Schools, Weston, MA 1964-1975

ADMINISTRATIVE EXPERIENCE:

TEWKSBURY PUBLIC SCHOOLS
Assistant Superintendent
Tewksbury, MA
1992-2003
(gr. K-12)

Management and Administration
* Helped develop and monitor three 5-year system-wide Strategic Plans, including Mission Statement, Goal Setting, and Action Plans
* Supervised total K-12 curriculum, including comprehensive program review and establishment of system priorities
* Chaired broad-based Technology Committee which is implementing 5 year Tech Plan, based on Mission, Goals, student outcomes
* Wrote and monitored state, local, and federal grants for the school district, including competitive and entitlement grants
* Had responsibility for site-based interview teams to hire all instructional staff and nurses
* Evaluated 8 secondary curriculum leaders
* Directed District Title IX, Chapter 622, and Section 504 responsibilities
* Participated in committee which reviewed and recommended updates of all Tewksbury School Committee policies

LEXINGTON PUBLIC SCHOOLS
Language Arts/Reading Coordinator
Lexington, MA
1989-1992
(gr. K-12)

Management and Administration
• Supervised 134 teachers and 8 reading specialists throughout introduction of new programs
• Coordinated K-12 writing and reading programs, monitoring for consistency and quality, with special emphasis on the transitions between elementary, middle, and high school
• Developed and monitored budgets of $1,500,000 (Reading) and $2,500,000 (LA/English)
• Evaluated 33 staff members, including reading specialists, middle school English staff, and high school English department head

CERTIFICATION:

MASSACHUSETTS #175275
Superintendent
Supervisor/Director
Secondary School Principal
Elementary School Principal
Elementary Teacher
Secondary English Teacher

HONORS/PRESENTATIONS:

Presentation: Faculty Convocation Dinner Lowell, MA
“Improving the Communication Skills of Our Students: New Directions”
University of Massachusetts Lowell

The Haskell Memorial Award for Teaching Lowell, MA
University of Massachusetts Lowell
Division of Continuing Studies and Corporate Education

LEXINGTON PUBLIC SCHOOLS Lexington, MA
Early Tenure Granted 1988

Member, Editorial Board 1968-1969
Harvard Educational Review
Discussion Editor

ACTIVITIES:

BOARD OF DIRECTORS 1994-Present
Massachusetts Association for Staff Curriculum Development
President (1999 – 2001)

NEW ENGLAND ASSOCIATION FOR SCHOOLS AND COLLEGES
Participated in nine Massachusetts high school evaluations, five as Chair.
1999 – 2008
B.A.A. HALF- MARATHON
Completed, Top 5 in Age Group each year

LECTOR
Sacred Heart Church

Boston, MA
Lexington, MA
1991-present