# Course Description

This course examines curriculum development, theoretical approaches to curriculum design and implementation, PDE’s Standards Aligned System (SAS), and the multiple and complex external factors which influence curricular decisions. Students develop strategies for working with colleagues in integrating their learning from this course and curriculum issues in their teaching situations.

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Assess resources to support the intellectual, social, and personal growth of students.
* **CLO2:** Differentiate between the various approaches to curriculum development.
* **CLO3:** Compare the various definitions of curriculum proposed by different theorists.
* **CLO4:** Identify how to effectively manage resources and instructional programs.
* **CLO5:** Evaluate the process of curriculum development, implementation, and evaluation.
* **CLO6:** Determine best practices in observation of instruction and providing feedback to professional staff.

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Oliva, P. F., & Gordon, W. R. (2012). [*Developing the curriculum*](http://www.pearsonhighered.com/educator/product/Developing-the-Curriculum/9780132627511.page) (8th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780132627511

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Discussion: Building a PLC | 2 |  |
|  | Discussion: Curriculum Theory | 2 |  |
|  | Paper: Defining Curriculum | 5 |  |
|  | Padlet Wall: Curriculum Philosophy | 3 |  |
| **Week 2** | |  |  |
|  | Participation | 1 |  |
|  | Discussion: The Teacher’s Role | 2 |  |
|  | Discussion: Outside Forces | 2 |  |
|  | Discussion: The Hidden Curriculum | 2 |  |
|  | Interview Summary and Reflection | 7 |  |
| **Week 3** | |  |  |
|  | Participation | 1 |  |
|  | Discussion: The Aims of Education | 2 |  |
|  | Discussion: Detracking for Students | 2 |  |
|  | Presentation: Models of Curriculum Development | 7 |  |
| **Week 4** | |  |  |
|  | Participation | 1 |  |
|  | Discussion: Curriculum Needs Assessment | 2 |  |
|  | Discussion: Changing Education Paradigms | 2 |  |
|  | Presentation: ESSA | 8 |  |
|  | Wiki: Education Reform | 3 |  |
| **Week 5** | |  |  |
|  | Participation | 1 |  |
|  | Discussion: Instructional Goals and Objectives | 2 |  |
|  | Discussion: Team Teaching | 2 |  |
|  | Diary of a Time Warp Teacher | 5 |  |
|  | Instructional Objectives Worksheet | 5 |  |
| **Week 6** | |  |  |
|  | Participation | 1 |  |
|  | Discussion: Formative Assessment | 2 |  |
|  | Discussion: National Curriculum and Testing | 2 |  |
|  | Essay: Opting Out of Common Core Testing | 4 |  |
|  | Performance Based Assessment and Rubric | 8 |  |
| **Week 7** | |  |  |
|  | Participation | 1 |  |
|  | Discussion: Supporting 21st-Century Learning | 2 |  |
|  | Discussion: The Future of Public Schools | 2 |  |
|  | Presentation: Learning and Technology in the Classroom | 8 |  |
| **Total Points** | | **100** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| Week One: Curriculum Defined | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify various definitions of *curriculum*. | | CLO2, CLO3, CLO5 | |
| * 1. Identify the stakeholders most affected by curriculum changes. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Analyze the changing societal influences on curriculum. | | CLO2, CLO3, CLO5 | |
| * 1. Relate the philosophy of education to curriculum development. | | CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Read** Ch. 1 & 2 of *Developing the Curriculum*, and review the PowerPoint presentation for each chapter:     * Ch. 1 PPT * Ch. 2 PPT   **Read** the following articles:   * [John Dewey’s View of the Curriculum in *The Child and the Curriculum*](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1464&context=eandc) * [Educational Demographics: What Teachers Should Know](http://www.ascd.org/publications/educational-leadership/dec00/vol58/num04/Educational-Demographics@-What-Teachers-Should-Know.aspx) * [Social Class and the Hidden Curriculum of Work](http://www.jeananyon.org/docs/anyon-1980.pdf)   **Post** any questions or comments to the Week One Reading discussion forum. | | 1.1, 1.2, 1.3, 1.4 | Content Review and Discussion = **1 hour** |
| **Interview: Overview and Preparation**  You will have the opportunity to interview a principal, assistant principal, curriculum supervisor, or superintendent about how decisions are made regarding curriculum and instruction at your school.  This is intended to be an informal interview lasting 20 to 30 minutes. Ideally, you will conduct the interview in person, but if it is more convenient, you can arrange the interview by phone, Skype, or email.  A summary and reflection of the interview is due in Week Two. This week, you are strongly encouraged to review the assignment instructions, identify a potential interviewee, and schedule an interview time. | | 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 | Assignment Review and Discussion = **1 hour** |
| **Ongoing Assignment: Field-Based Work**    During this course, you will complete 20 hours of field-based work. You should submit your field experience logs to your instructor in Week Seven of the course.    *Note*. If you do not complete each part of the field experience, including signed and dated logs, you may not be able to progress in the program. Field experience is a requirement of the program and is mandatory.    The Field Experience Instructions and Field Experience logs are available on Blackboard.    **Review** the Field Experience Log Sample. This log will model how you should fill in your field experience log. | |  |  |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.    **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback. | | N/A | N/A |
| **Total** |  |  | **2 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Building a PLC**  **View** the course introduction and brief biography posted by your instructor.  **Post** a short biography introducing yourself to the class in the Building a PLC discussion forum by Thursday.  **Include** the following information:   * Your name * Professional background   + Past and current employment   + Educational background   + Licenses or certifications   + Special training or areas of expertise   + Research interests * Which program are you in (C&I, Master Teacher, or School Counselor)? * Why are you in this degree program? * Personal interests and hobbies   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | N/A | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Curriculum Theory**  **Review** [John Dewey’s View of the Curriculum in *The Child and the Curriculum*](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1464&context=eandc).    **Respond** to the following questions in the Curriculum Theory discussion forum by Thursday:   * What message or theme do you think the author wanted to convey to the readers of this article? * What is John Dewey’s theory of curriculum? Do you agree or disagree with his theory? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.1, 1.3, 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Paper: Defining Curriculum**  **Read** the mission and vision statements in your own school or district, or one near you. You can also consider a district that supports this assignment.  **Write** a 500- to 700-word paper in which you address the following:   * How do the mission and vision statements influence curriculum, instruction, and assessment planning and execution? * How do they support 21st-century learning? * How do the stakeholders in a school community influence curricular decisions?   **Include** a brief summary of the mission and vision statements as an appendix to your paper.  **Submit** your paper through Blackboard by Sunday. | | 1.1, 1.2, 1.3 | Review Instructor’s Feedback = **.5 hour** |
| **Padlet Wall: Curriculum Philosophy**  **Consider** the following questions:   * What do you believe about the purpose of school? * Who should decide what students need to learn? * How do you define *curriculum*? How do you think it should be developed? * Should there be different curriculum for different students? * What is your role regarding curriculum at either the local or the district level? * How does your program align with your philosophy of curriculum?   **Summarize** your educational vision and philosophy in a Twitter-style 160-character statement.  **Navigate** to the class Curriculum Philosophy Padlet wall, and add your statement.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' statements by Sunday. | | 1.1, 1.4 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **5.5 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Interview: Overview and Preparation**

* Other potential interviewees could be a department chair, assistant superintendent, or any other district-level leader.
* If a student states that they cannot arrange an interview, faculty, at their discretion, may help the student find an alternate interviewee.

**Padlet Wall: Curriculum Philosophy**

* Navigate to <http://padlet.com/>
* Create a Padlet wall for the whole class, and post a link in this week’s Announcement forum. All students should add their input to this Padlet wall.

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| Week Two: Curriculum Planning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the various frameworks for curriculum development at the school level. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Explain the roles of stakeholders in curriculum planning. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Identify the knowledge and skills needed by the curriculum leader. | | CLO1, CLO2, CLO5, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading and Video**  **Read** Ch. 3 & 4 of *Developing the Curriculum*, and review the PowerPoint presentation for each chapter:     * Ch. 3 PPT * Ch. 4 PPT   **Read** the following articles:   * [Social Class and the Hidden Curriculum of Work](https://www1.udel.edu/educ/whitson/897s05/files/hiddencurriculum.htm) * [How do Principals Really Improve Schools?](http://www.ascd.org/publications/educational-leadership/apr13/vol70/num07/How-Do-Principals-Really-Improve-Schools%C2%A2.aspx)   **Post** any questions or comments in the Week Two Reading and Video discussion forum. | | 2.1, 2.2, 2.3 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Discussion: Bring on the Learning Revolution!**  **Review** [Sir Ken Robinson: Bring on the Learning Revolution!](https://www.youtube.com/watch?v=r9LelXa3U_I) [20:57].  **Consider** the following questions:   * What message is Dr. Robinson trying to convey as it relates to teaching and learning? * How will the changes he proposes influence future learners?   **Post** your thoughts in the Bring on the Learning Revolution! discussion forum. | | 2.1, 2.2, 2.3 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Total** |  |  | **1.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: The Teacher’s Role**  **Respond** to the following questions in the Teacher’s Role discussion forum by Thursday:   * How can school or district administrators strike a balance between providing prescribed curriculum and allowing teachers to have academic freedom regarding instruction for their students? * How is a scope and sequence for curriculum developed?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Outside Forces**  **Consider** how forces outside the teaching profession have influenced the following:   * Goal setting in curriculum design * The integration of curriculum in other disciplines * The evaluation of curriculum * The role of professional development in the formulation of effective curriculum   **Respond** to the following question in the Outside Forces discussion forum by Thursday:   * What changes in curriculum have been brought about by forces outside the teaching profession?   **Provide** rationale for your responses. Include ideas and observations based on your personal and professional experiences to support your answer.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: The Hidden Curriculum**  **Review** ["Social Class and the Hidden Curriculum of Work"](http://www1.udel.edu/educ/whitson/897s05/files/hiddencurriculum.htm).  **Respond** to the following questions in The Hidden Curriculum discussion forum by Thursday:   * What message or theme do you think the author wanted to convey to the readers of this article? * Would you consider the curriculum in your district to be hidden or transparent?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1, 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Interview Summary and Reflection**  **Interview** a school or district administrator, such as a principal, assistant principal, curriculum supervisor, or superintendent, about how curriculum decisions are made at the school.  **Address** the following topics at a minimum, but feel free to allow the conversation to flow naturally into other relevant topics:   * Achievement gaps that may be present in this school or district * Steps the administrator is taking to close or eliminate the achievement gaps * Strategies and resources that are used to increase student achievement * How the steps, strategies, and resources support special populations, such as English language learners, special needs students, and gifted and talented students   **Write** a 500- to 700-word summary and reflection of your interview, and include your observations and suggestions on how to achieve the objectives or topics discussed in the interview.  **Submit** your summary and reflection through Blackboard by Sunday. | | 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 | Review Instructor’s Feedback = **.5 hour** |
| **Total** |  |  | **6 hours** |

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| Week Three: Curriculum Development Models | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare deductive and inductive models of curriculum development. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Evaluate various models for curriculum development. | | CLO2, CLO3, CLO5 | |
| * 1. Relate the effects of tracking on student access to equal curriculum. | | CLO1, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading and Video**  **Read** Ch. 5 & 6 of *Developing the Curriculum*, and review the PowerPoint presentation for each chapter:   * Ch. 5 PPT * Ch. 6 PPT   **Read** the following articles:   * [Curriculum Development: Deductive Models](http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20Curriculum%20Development-Deductive%20Models%20Schooling%20V2%20N1%202011.pdf) * [Developing Curriculum Leadership and Design](http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx)   **Watch** the following videos:   * [Waiting for Superman Tracking‬](https://www.youtube.com/watch?v=JMjUSQk5WH4) [0:54] * [Changing Education Paradigms](https://www.youtube.com/watch?v=zDZFcDGpL4U) [11:40] * [Curricular Decisions](https://vimeo.com/82112573) [1:21]   **Post** any questions or comments in the Week Three Reading and Video discussion forum. | | 3.1, 3.2, 3.3 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: The Aims of Education**  **Respond** to the following questions in the Aims of Education discussion forum by Thursday:   * From what sources are the aims of education derived? * How do deductive and inductive models of curriculum development influence student learning?   **Cite** evidence from your readings this week, and include your own ideas.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Detracking for Students**  **Review**  In the documentary *Waiting for Superman*, writer and director David Guggenheim examines the crisis of public education. He identifies tracking as a practice that prohibits college access for many students.  **Research** the term *tracking* as it pertains to middle school and high school students.  **Respond** to the following prompts in the Detracking for Students discussion forum by Thursday:   * Summarize the example or examples you researched. * What challenges occur with the tracking of students? * What successes occur with the tracking experience? * What are your opinions, ideas, and feelings on the topic of tracking?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Presentation: Models of Curriculum Development**  **Imagine** you have been tasked with creating a professional development training opportunity for your colleagues in education or counseling. This presentation should help your colleagues create a more robust, rigorous, and engaging classroom experience.  **Create** a 10- to 15-minute presentation that demonstrates how curriculum can align to each of the following models of curriculum development:   * Dewey model * Tyler model * Olivia model * Taba model   **Support** your presentation with 3 to 5 reputable resources, and list them on an APA-formatted reference slide.  **Use** PowerPoint, [Prezi](https://prezi.com/), [Haiku Deck](https://www.haikudeck.com/), or another appropriate resource to create your presentation. Your presentation must include either speaker’s notes or audio narration.  **Submit** your presentation, or a link to it, through Blackboard by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least one of your classmates' presentations by Sunday. | | 3.1, 3.2 | Library research, Content Review and Discussion = **2.5 hour** |
| **Total** |  |  | **6.5 hours** |

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| Week Four: Curriculum Goals | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify major sources of curriculum content. | | CLO2, CLO4, CLO5 | |
| * 1. Explain the purpose of conducting a needs assessment. | | CLO4, CLO5 | |
| * 1. Evaluate some of the latest reforms in education. | | CLO2, CLO3, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading and Video**  **Read** Ch. 7 & 8 of *Developing the Curriculum*, and review the PowerPoint presentation for each chapter:   * Ch. 7 PPT * Ch. 8 PPT   **Read** the following articles:   * [Data-Driven Decision Making](https://www.erdc.k12.mn.us/promo/sage/images/Analytics_WhitePaper.pdf) * [Data Tools for School Improvement](http://eff.csuchico.edu/downloads/DataTools.pdf)   **Watch** [Changing Education Paradigms](https://www.youtube.com/watch?v=zDZFcDGpL4U) [11:40].  **Watch** the following Making Data Matter videos:   * [Joel Klein on Data Systems [4:21](http://video.edweek.org/search?q=Joel%20Klein%20on%20Data%20Systems)] * [Kathryn Parker Boudett on Data [3:42]](http://video.edweek.org/search?q=Kathryn%20Parker%20Boudett%20on%20Data) * [Rudy Crew on Data Integration [5:31]](http://video.edweek.org/search?q=Rudy%20Crew%20on%20Data%20Integration) * [Aimee Guidera on Data Development [4:11]](http://video.edweek.org/search?q=Aimee%20Guidera%20on%20Data%20Development%20) * [Martha Greenway on Data Training [3:41]](http://video.edweek.org/search?q=Martha%20Greenway%20on%20Data%20Training%20) * [Dan Katzir on Why Data Matter [2:28]](http://video.edweek.org/search?q=Dan%20Katzir%20on%20Why%20Data%20Matter)   **Post** any questions or comments in the Week Four Reading and Video discussion forum. | | 4.1, 4.2, 4.3 | Content Review and Discussion= **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Curriculum Needs Assessment**  **Respond** to the following questions in the Curriculum Needs Assessment discussion forum by Thursday:   * What is the relationship between the curriculum goals, objectives, and standards, and the individual school needs as curriculum is being developed? * How are they interwoven to support the diverse needs of students?   **Refer** to pp. 175–181 in Ch. 8 to support your answers.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Changing Education Paradigms**  **Review** [Changing Education Paradigms](https://www.youtube.com/watch?v=zDZFcDGpL4U) [11:40].  **Respond** to the following question in the Changing Education Paradigms discussion forum by Thursday:   * What message is Dr. Robinson trying to convey as it relates to teaching and learning?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Presentation: ESSA**  **Imagine** that you have been assigned as a curriculum director to explain the new ESSA (Every Student Succeeds Act) at your school board meeting or a faculty meeting, whichever is most appropriate for your professional background or goals.  **Create** a 10- to 15-minute presentation that addresses the main aspects of ESSA, and explain how it is a major revision from NCLB (No Child Left Behind).  **Support** your presentation with a minimum of 5 reputable resources, and include an APA-formatted reference slide.  **Use** PowerPoint, [Prezi](https://prezi.com/), [Haiku Deck](https://www.haikudeck.com/), or another appropriate resource to create your presentation. Your presentation must include either speaker’s notes or audio narration.  **Submit** your presentation, or a link to it, through Blackboard by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least one of your classmates' posts by Sunday. | | 4.1, 4.3 | Library research, Content Review and Discussion = **3.5 hour** |
| **Wiki: Education Reform**  *Educational reform* is a euphemism used by politicians as well as educators. Research one educational reform proposal or movement that occurred in the last 25 years in the United States. Examples include IDEA, NCLB, or ESSA.  **Click** the **Edit Wiki Content** button to fill in the appropriate row in the Education Reform wiki with a brief answer to each question by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to one of your classmates' wiki entries by Sunday. | | 4.3 | Wiki = **1.5 hours** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**Wiki: Education Reform**

* Create your wiki homepage. Edit the homepage, and insert a table as outlined below:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Your name** | **Education reform** | **What did it intend to achieve?** | **What was its greatest support?** | **How is it relevant today?** | **What are its merits and drawbacks?** | **How has it influenced the teaching and learning process?** | **Response to your classmates.**  **Add your name at the end of your comment.** |
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| Week Five: Organizing Curriculum | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply the principles of Webb’s Depth of Knowledge (DOK) and Bloom’s Taxonomy to curriculum development. | | CLO3, CLO4 | |
| * 1. Identify curriculum goals for elementary, middle, and high school levels. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Determine how to turn curriculum goals into measurable objectives. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Evaluate various instructional strategies for student learning. | | CLO3, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading and Video**  **Read** Ch. 9–11 of *Developing the Curriculum*, and review the PowerPoint presentation for each chapter:   * Ch. 9 PPT * Ch. 10 PPT * Ch. 11 PPT   **Read** the following articles:   * [Reform: To What End?](http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Reform@-To-What-End%C2%A2.aspx) * [Where Are Our Greenfields?](http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Where-Are-Our-Greenfields%C2%A2.aspx) * [Setting the Record Straight on “High-Yield” Strategies](http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/setting_the_record_straight_on_hield_yield_strategies.pdf) * [Using Bloom’s Taxonomy to Write Effective Learning Objectives](https://tips.uark.edu/using-blooms-taxonomy/) * [Writing Measurable Learning Objectives](https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/)   **Practice** writing objectives using the [Objectives Builder](http://teachonline.asu.edu/objectives-builder/).  **Watch** [Depth of Knowledge Training](https://prezi.com/dtt-g7uut7f4/depth-of-knowledge-training/)  **Post** any questions or comments in the Week Five Reading and Video discussion forum. | | 5.1, 5.2, 5.3, 5.4 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Instructional Goals and Objectives**  **Respond** to the following questions in the Instructional Goals and Objectives discussion forum by Thursday:   * How do instructional goals and objectives determine the content being taught? * How do the Common Core Standards influence your changes in instructional practices?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.2, 5.3, 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Team Teaching**  **Respond** to the following questions in the Team Teaching discussion forum by Thursday:   * How would you apply the team teaching approach? * What are the advantages and disadvantages of team teaching?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Diary of a Time Warp Teacher**  **Write** a 500- to 700-word fictional diary account of an elementary, middle, or high school teacher who fell asleep in 1950 and woke up today. What kinds of changes and challenges would this teacher and his or her students and their parents face? What challenges from the 1950s have been resolved by now?  **Consider** the whole school experience including both academic instruction and extracurricular activities; recess and lunch breaks; sports, music, foreign language, and arts offerings; classroom management and disciplinary policies; and any other major changes.  **Submit** your Diary Entry through Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' diary entries by Sunday. | | 5.1, 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Instructional Objectives Worksheet**  **Review** Examples of Objectives and Activities.  **Download** the Instructional Objectives Worksheet.  **Imagine** you are a curriculum director, principal, or school administrator, and you are tasked with helping a new teacher prepare for the upcoming school year. Your goal is to help the new teacher apply the concept of taxonomies of learning to write rigorous, engaging, and measurable learning objectives.  **Select** a grade level (PreK–12), and identify an age-appropriate topic in science, social studies, math, or reading.  **Write** one instructional objective and an associated activity for each of the categories on the worksheet.  **Submit** the completed Instructional Objectives worksheet through Blackboard by Sunday. | | 5.1, 5.2, 5.3 | Review instructor’s feedback = **.5 hour** |
| **Total** |  |  | **4.5 hours** |

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| Week Six: Evaluating Standards and Curriculum | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the characteristics and purpose of formative and summative assessments. | | CLO2, CLO4, CLO5 | |
| * 1. Create a performance-based assessment. | | CLO5 | |
| * 1. Evaluate how a state has modified Common Core Standards to be implemented in their public schools. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Read** Ch. 12 & 13 of *Developing the Curriculum*, and review the PowerPoint presentation for each chapter:   * Ch. 12 PPT * Ch. 13 PPT   **Read** the following articles:   * [Every Day in Every Classroom](http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Every-Day-in-Every-Classroom.aspx) * [Learning From Performance Assessments in Math](http://www.ascd.org/publications/educational-leadership/dec96/vol54/num04/Learning-from-Performance-Assessments-in-Math.aspx) * [The Seductive Allure of Data](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200302_popham.pdf) * [The Common Core Standards in Context](http://www.ascd.org/publications/books/112011/chapters/The-Common-Core-Standards-in-Context.aspx) * [The Case For and Against Homework](http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/The-Case-For-and-Against-Homework.aspx) * [The Best Value in Formative Assessment](http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx)   **Go to** [PA Core Standards Implementation](http://www.pdesas.org/Standard/PACore), and download the PA Core Standards Timeline PDF document.  **Post** any questions or comments in the Week Six Reading discussion forum. | | 6.1, 6.2, 6.3 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Formative Assessment**  **Review** [The Best Value in Formative Assessment](http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx).  **Respond** to the following questions in the Formative Assessment discussion forum by Thursday:   * Consider the following saying: “Formative assessment is when the cook tastes the soup, and summative assessment is when the guests taste the soup.” What does this mean? * How can assessment be used *for* learning, rather than assessment *of* learning? * What type of assessment do you think most teachers use in their practices? Include your own experiences.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: National Curriculum and Testing**  **Respond** to the following questions in the National Curriculum and Testing discussion forum by Thursday:   * What are the advantages and disadvantages of using a national curriculum and national testing? * What has been your experience with the Common Core Standards? * How do they compare to your own state standards?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.1, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Essay: Opting Out of Common Core Testing**  Opting out is a national movement in which parents may request that their children be exempt from certain standardized assessments.  **Write** a250- to 300-word essay expressing your personal and professional opinions of the opting out movement.  **Support** your perspective with at least 3 reputable resources, and list them in an APA-formatted reference page.  **Post** your essay in the Opting Out of Common Core Testing discussion forum by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' essays by Sunday. | | 6.1, 6.3 | Content Review and Discussion = **1.5 hour** |
| **Performance-Based Assessment and Rubric**  **Review** the following Performance-Based Assessment examples:   * 1920s Essay * Inventions   **Go** to [PDESAS.org](http://www.pdesas.org/), and click **Standards**.  **Review** the information and resources on this page.  **Select** a grade level (PreK–12), and identify an age-appropriate topic in science, social studies, math, or reading. It does not have to be the same grade level you used for the Week 5 Instructional Objectives Worksheet.    **Develop** a performance-based assessment task that includes the following:   * PA standards * Objectives * Materials * Instructional strategies * Assessment * Closure and extension   **Write** age-appropriate, clear, student-facing directions.  **Create** a grading rubric to accompany the performance task.  **Submit** your Performance-Based Assessment and Rubric through Blackboard by Sunday. | | 6.2 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **5.5 hours** |

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| Week Seven: Current Curriculum Issues | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the effects technology has had on education. | | CLO2, CLO4, CLO5 | |
| * 1. Identify the components of successful blended learning programs. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Identify best practices for helping students develop 21st-century skills | | CLO1, CLO4, CLO5, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Read** Ch. 14 & 15 of *Developing the Curriculum*, and review the PowerPoint presentation for each chapter:   * Ch. 14 PPT * Ch. 15 PPT   **Read** the following articles:   * [Research Says Evidence on Flipped Classrooms is Still Coming In](http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Evidence-on-Flipped-Classrooms-Is-Still-Coming-In.aspx) * [Flipped Classroom Infographic](http://www.teachhub.com/flipped-classroom-infographic) * [One Man, One Computer, 10 Million Students: How Khan Academy is Reinventing Education](http://www.forbes.com/sites/michaelnoer/2012/11/02/one-man-one-computer-10-million-students-how-khan-academy-is-reinventing-education/#739e71d33c05) * [Power UP! On Board with BYOD](http://www.ascd.org/publications/educational-leadership/oct12/vol70/num02/On-Board-with-BYOD.aspx)   **Post** any questions or comments in the Week Seven Reading discussion forum. | | 7.1, 7.2, 7.3 | Content Review and Discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  **Note:**A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **2.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Supporting 21st-Century Learning**  **Respond** to the following questions in the Supporting 21st-Century Learning discussion forum by Thursday:   * How can you utilize technology in your classroom to help your students become astute consumers of information? * What skills should students and teachers utilize for 21st-century learning?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: The Future of Public Schools**  **Respond** to the following questions in the Future of Public Schools discussion forum by Thursday:   * What do you think public schools will look like 10 years from now? * What do you think will be the most dramatic change: technology, students, parents, or something else?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1, 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Presentation: Learning and Technology in the Classroom**  **Imagine** your school board is examining ways to bring more technology to the classroom. Ideas under consideration include blended learning programs and utilizing technology devices. The board is leaning toward a BYOD (Bring Your Own Device) policy, in which all students may bring their own computer, tablet, or other device to class.  As a curriculum supervisor for your school or district, you have been tasked with delivering a presentation to the school board to try to convince them to implement a 1-to-1 policy in which each student is issued the same device by the school.  **Create** a 10- to 15-minute presentation in which you address the following:   * Advantages and disadvantages of the BYOD and 1-to-1 strategies for utilizing technology in the classroom * How the use of classroom technology could influence the implementation of blended learning activities and programs * How implementation of technology solutions could change the learning experience for both students and teachers * Recommendations for how the school might best manage the devices and new blended learning activities   **Support** your presentation with evidence from this week’s readings, and list any sources used in an APA-formatted reference slide.  **Use** PowerPoint, [Prezi](https://prezi.com/), [Haiku Deck](https://www.haikudeck.com/), or another appropriate resource to create your presentation. Your presentation must include either speaker’s notes or audio narration.  **Submit** your presentation, or a link to it, through Blackboard by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least one of your classmates' presentations by Sunday. | | 7.1, 7.2, 7.3 | Content Review and Discussion = **1 hour** |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  | Field Experience = **20 hours** |
| **Total** |  |  | **5 hours** |

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# Faculty Notes

**Field Experience Logs:** Please submit students’ Field-Based Experience Logs upon course completion:

Access the **Full Grade Center**.

Right-click on the column name and select**Assignment File Download**.

Click the box next to **Name**to select all users.

Click the **Submit** button.

Click **Download assignments now**.

Save the file to your Desktop or Z Drive.

Email the zip file to the Master Teacher Program Director.

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 1.5 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 6.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 4.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 4 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 38.5 |
| **Total Supplemental Hours** |  | 3.5 |
| **Total Hours** |  | 42 |