

15:310:500 –Curriculum and Instruction
Fall 2011

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COURSE DESCRIPTION

The goal of instructional leadership is to improve the quality of student learning. Research consistently finds that student achievement is dependent upon a well-defined, articulated curriculum and effective instructional strategies and practices. This course will focus upon curriculum as the definition and implementation of the school's learning agenda. Major topics discussed will include basic curriculum history, philosophy, and theory; curriculum design; alignment to state and national standards; methods for articulation and documentation; and leading the implementation of curriculum.

This course is taught in the lecture/discussion format. Classes meet once a week during the semester. Students will also interact with the professor via email.

Classes will stress interaction of all participants with the goal of allowing students to consult, support, and challenge one another as well as interact with the instructor.

APPLICABLE STANDARDS

This course is designed to further the following administrative certification standards detailed in New Jersey Administrative Code:

1. Instructional Leadership:
New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - i. Leading a common vision of learning in the school community (instructional elements);
 - ii. Leading a climate and culture conducive to student learning and staff professional growth;

COURSE EXPECTATIONS

A. Readings

1. Texts:

Ornstein, A. and Hunkins, F. (2009). Curriculum: Foundations, principles, and issues (Fifth Edition). Boston, Ma. Allyn & Bacon (Pearson).

2. Other Readings

Articles listed in the Reading List can be accessed from Rutgers SAKAI. To use this resource you must:

- a) Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
- b) With your NetID, you can access SAKAI at:
<https://sakai.rutgers.edu/portal/site/!gateway/page/!gateway-100>
- d) After logging in, click the Upper Tab for 310:500 Curriculum and Instruction and then click RESOURCES on left margin.

SAKAI will also be used for additional course resources and to submit electronic copies of assignments.

3. Additional Research

Additional research can be pursued through the Rutgers Library. To use the online library resources, you must again use your Rutgers NetID (see above). To login to the library:

<https://login.proxy.libraries.rutgers.edu/login?url=http://www.libraries.rutgers.edu/>

B. Class Participation

- The success of the course will depend upon careful preparation and engaged, thoughtful participation of all class members. It is the quality of participation that counts, not the quantity. Regular and punctual participation in all activities is expected.
- The professor will distribute a schedule of class topics and associated readings. Readings will come from the course texts and from other resources available on-line. (Rutgers SAKAI) or on the WEB.
- Students are expected to have completed the designated readings prior to class and come to class prepared to discuss the topic.
- Students are encouraged to share their own experiences, ideas, and concerns about each topic in class.

C. Course Schedule and Course Reading List

A separate schedule of topics for discussion and readings for each class meeting will be distributed at the start of the semester and will also be available on SAKAI.

D. Course Assignments

See Course Schedule and Course Reading List for due dates

Students will be expected to complete each of the following written assignments. NOTE: Further details for each assignment will be available on SAKAI. Two copies of each assignment shall be submitted on or before the due dates. A hard copy should be submitted in person at the beginning of class meetings. A second electronic copy should be uploaded to the student's SAKAI drop box.

1. Paper One – Curriculum Mapping and Alignment

- Follow ASSIGNMENT GUIDE ONE (SAKAI).
- Each student will select one full unit of study from a subject/course that they currently teach or are familiar with and prepare a basic critical learning path diagram and a detailed curriculum map for that unit of study.
- Both the diagram and the map will follow the methodology and format presented in class.
- Diagrams and maps must be aligned to the applicable, current New Jersey Core Curriculum Content Standards.

2. Paper Two – Implementation of Standards in Lessons

- Follow ASSIGNMENT GUIDE TWO (SAKAI).
- The planning and actual implementation of curriculum standards will be explored by the detailed examination of two classroom lessons.
- Each student will identify two (2) different teachers to work with in their school and identify with each teacher one classroom lesson to be examined.
- Pre- Conference
 - Meet with the individual teacher before the actual delivery of the lesson in a pre-lesson conference format.
 - Ask the teacher to identify the standards to be addressed in the upcoming lesson.
 - Review with the teacher the lesson plan for the upcoming lesson.
 - Critique the lesson plan using a provided rubric.
- Classroom Observation
 - Observe the actual lesson as delivered in the classroom by the teacher.
 - Spend the entire period or lesson with the class.
 - During the observation, concentrate on actions that demonstrate focus upon achieving the desired standard(s).
 - Critique the delivery of the lesson using a provided rubric.
 - Be sure to make appropriate arrangements for observation.
- **NOTE:** This is a portfolio piece for Educational Administration students and is uploaded to the Educational Administration Portfolio SAKAI site.

3. Final Paper – Essay – Curriculum Process and Procedures

- Follow ASSIGNMENT GUIDE THREE (SAKAI).
- Examine the process and procedures actually used in your district to develop/modify curriculum. Include the implementation of new courses/programs/units as well as modifications to existing curriculum.
- Discuss the individuals involved in curriculum processes and the collaboration observed.

- Compare and contrast your district's existing process and procedures with the curriculum precepts discussed in class.
- Provide at least three (3) recommendations to improve the curriculum process in your district.

GRADING

Students will be evaluated on the basis of participation in all course activities, presentation of ideas, class discussion, and quality of written assignments. All assignments must be completed in order to receive a satisfactory or better grade in the course.

Students are reminded of the Rutgers Academic Integrity Policy which governs all class activities and assignments. [<http://academicintegrity.rutgers.edu/integrity.shtml#I>].

Activity	Weight Towards Final Grade
Participation in class activities and discussion	25 %
Paper One: Curriculum Mapping	25 %
Paper Two: Implementation of Standards	25 %
Final Project: Improving Curriculum Processes	25 %

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