

Rutgers, The State University of New Jersey
Graduate School of Education
Curriculum Development in Middle and Junior High Schools – 15:310:510
Fall 2011 Hybrid Course
Class Meetings – Freehold Thursday 5:00 pm – 7:20 pm

Instructor: Dr. Thomas W. Tramaglino
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Required Texts:

Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.

Wiles, J.W., & Bondi, J.C. (2011). *Curriculum development: A guide to practice (Eighth Edition)*. Upper Saddle River, NJ: Pearson.

Other readings as assigned

Statement regarding hybrid course: This course is designed and delivered in a hybrid (online/in-person) environment. It is expected that the student will learn and manipulate the eCollege interface as necessary, including attaining professional development to develop skills for operation if the student does not have those skills at the beginning of the class. It is not the professor's responsibility to provide instruction on eCollege. Given that, the professor will do his best to support the students to be successful in this course.

Educational Technology Recommendation: While the eCollege works in both the PC and Mac environments, I would suggest that anyone using the live components of eCollege get to the online meetings early.

Online course meetings: Will be held through eCollege as per the professor's discretion of course progress.

Deadlines on Journal Entries and Blog Posts: Always due on Sunday at 9 pm.

Readings are due at each classroom meeting. When class is online, readings should be completed at end of week.

Coursework:**8.28.2011 – 9.3.2011**

9.1.2011 - Class meeting in at the West Freehold Campus of Brookdale Community College in Freehold – Please check board as you enter the building for room location.

Class introduction; Class pre-assessment; Basic overview of curriculum & instruction; bases of curriculum; Class pre-assessment question – What is a curriculum? How should a curriculum guide be designed for the middle level?

Readings:

- Cardinal Principles of Secondary Education (CPSE – Online Document on eCollege)
- Begin Reading Tyler (1949)

9.4.2011 – 9.10.2011

Readings Due:

- Cardinal Principles of Secondary Education (CPSE – Online Document on eCollege)
- Complete Reading Tyler (1949)

Assignment:

- Journal Entry #1 – 500 – 700 words, well written; under the journal section in eCollege, analyze the Cardinal Principles of Secondary Education and critique whether or not the CPSE are relevant in the 21st century

9.11.2011 – 9.17.2011

9.15.2011 - Class meeting in at the West Freehold Campus of Brookdale Community College in Freehold

Historical perspective of curriculum; Cardinal Principles of Secondary Education; Basics of Curriculum and Instruction

Readings Due:

- Cardinal Principles of Secondary Education (CPSE – Online Document on eCollege)
- Complete Reading Tyler (1949)
- Wraga (2001)

Assignment:

- 1) Blog Entry #1 – 1,500 – 2,000 words, well written. Download the middle level curriculum document from eCollege; choose one of the four primary components of curriculum development as suggested by Tyler (1949) (Development of performance objectives, development of activities, organization of activities, or evaluation) and blog about your analysis of the document in the following manner: 1) Describe which step you are describing from Tyler (1949) and 2) how would you expect a modern 21st century curriculum document to be aligned to this section. Then 3) critique the document with regards to your expectations and 4) make recommendations would you make to improve the current document?
- 2) Blog Responses: You are responsible to make two total blog responses (on another blog entry other than yours). Blog response should be positive and provide feedback on what stands out for you in the blog entry

9.18.2011 – 9.24.2011

Readings Due:

- Adventure in Education: The Eight Year Study

Assignment

- 1) Blog Entry #2 – 1,500 – 2,000 words, well written. What do you believe is the legacy of the Eight Year Study? What are some concepts from the Eight Year Study that you perceive in your school or district today? What stood out to you when reading the EYS?
- 2) Blog Responses: You are responsible to make two total blog responses (on another blog entry other than yours). Blog response should be positive and provide feedback on what stands out for you in the blog entry

9.25.2011 – 10.1.2011

9.29.2011 - Class meeting in at the West Freehold Campus of Brookdale Community College in Freehold

Curriculum Philosophies; Eight Year Study; Curriculum Document Review

Readings Due:

- Adventure in Education: The Eight Year Study
- Chapters 1-2 in *Wiles and Bondi*
- Tyler, R.W. (1971). Curriculum development in the twenties and thirties.

10.2.2011 – 10.8.2011

Readings Due:

- Adventure in Education: The Eight Year Study
- Chapters 1-2 in *Wiles and Bondi*
- Tyler, R.W. (1971). Curriculum development in the twenties and thirties.

10.9.2011 – 10.15.2011

10.13.2011 - Class meeting in at the West Freehold Campus of Brookdale Community College in Freehold

The Curriculum Paradigm

Readings Due:

- Tramaglino (2010) The Curriculum Paradigm
- O'Connell (2011)

Assignment:

- 1) Review both Bloom's Taxonomy (1956) and the Taxonomy revised by Anderson & Krathwohl (2001) from eCollege. Then, download on eCollege the Common Core Standards for Mathematics. Choose any one level of the middle or junior high standards (6-9) (i.e., grade 5) and analyze the standards in the cognitive domain. Write one journal entry of 500 – 1,000 words on eCollege on your analysis. Please support your support/criticism with specific examples from the standards. Overall, what implications can you draw from your analysis?

10.16.2011 – 10.22.2011

10.20.2011 - Class meeting in at the West Freehold Campus of Brookdale Community College in Freehold

Operationalizing the Curriculum Paradigm in practice; Middle Level Education; Proximal Curriculum Development

Assignment:

In-Class Simulation for Curriculum Paradigm (collected)

Reading Due:

- Wang, Haertel, & Walberg (1993)

10.23.2011 – 10.29.2011

Assignment Due:

- 1) In Chapter 7 of Wiles & Bondi, pages 223-226 discuss organizing instruction in middle schools. Specifically, teaming (middle school model) is discussed. Download the sample curriculum from eCollege under this week's resources and review the curriculum guide. Your assignment is to write a well-written, 3-page paper describing how you would use a team-based middle level model to improve achievement. Context is below:

Context: You are the middle level principal at Jones Middle School. The new Common Core Standards for Math have been rolled out and are to be implemented in the next year. Currently, there is no middle level teaming and the school organization resembles a junior high school model. Achievement is at an all time low since the standard for passing was raised in 2008. You have been asked by the Superintendent to restructure the school with the premise of Wang et al. (1993), the proximal perspective. That is, the goal will be to inspire change as close to the learner as possible. Within this context, draw up a plan for how you would build a team model to drive curriculum redesign and implementation over two years. Make sure that you balance the standards and assessment with the middle school model. You have carte blanche and everything you need.

10.30.2011 – 11.5.2011

Readings Due

- Tanner (1988) pp 1 - 14
- Chapter 7 in *Wiles and Bondi*

Assignment:

- 1) Read Tanner (1988) pages 1 – 14. Blog Entry #3 – 500 – 1,000 words, well written. What is one area that stands out to you from this reading? What issues within what stood out to you are prevalent at the middle level?
- 2) Blog Responses: You are responsible to make two total blog responses (on another blog entry other than yours). Blog response should be positive and provide feedback on what stands out for you in the blog entry

11.6.2011 – 11.12.2011

NJEA Convention

Reading

- Chapter 3 in *Wiles and Bondi*
- McGregor (1959)

11.13.2011 – 11.19.2011

11.17.2011 - Class meeting in at the West Freehold Campus of Brookdale Community College in reehold

Managing the curriculum; funding the curriculum; professional development; proximal model for curriculum and instruction; Assessment systems; The middle level curriculum

Readings Due

- Bullough (2007)
- Linn (2003)
- Blueprint for Reform: Reauthorization of ESEA (2010)

Assignment:

- 1) Read McGregor (1959) - Blog Entry #4 – 1,000 – 1,500 words, well written. The difference between Theory X and Theory Y are vast. However, one might argue that in order for a curriculum to be living and dynamic, you must have a Theory Y system in place. Support this statement by reflecting on some previous and current readings, and identify what you type of professional development system you would expect to have in place to support your curriculum program (Theory X or Y, what mechanisms, structures, etc.)
- 2) Blog Responses: You are responsible to make two total blog responses (on another blog entry other than yours). Blog response should be positive and provide feedback on what stands out for you in the blog entry

11.20.2011 – 11.26.2011

Thanksgiving Week

Assignment

- 1) Read Linn (2003) and provide a Journal entry of 1,000 words or more regarding assessment under the No Child Left Behind Act and the Blueprint for Reform: Reauthorization of ESEA (2010). What are the implications of the reauthorization with regards to assessment? How do you believe that this will influence curriculum?

11.27.2011 – 12.3.2011

Readings Due

- Chapter 4 & 5, 9 in *Wiles and Bondi*
- Porter, McMaken, Hwang & Yang (2011)
- Beach (2011)
- Tienken (2009, 3-9)
- Zhao (2009, 46-54)

Assignment

- 1) After reading the current analyses of the Common Core movement, do some preliminary research on your own (Google scholar, scholarly databases in Alexander Library Online, etc.) and provide a brief overview of what the current research says about curriculum standards. What analysis can you make of the research? Blog Entry #5 – 1,000 – 1,500 words, well written.
- 2) Begin final project (see instructions below)

12.4.2011 –12.10.2011

Final Paper Due (12.10.2011, 8:00 pm) – Curriculum Project Analysis of Curriculum Guide

Guidelines for final paper:

The project is for the student to operationalize the research learned throughout the coursework in a practical context. The student will use the Instrument for Curriculum Quality (ICQ) designed and validated by Tramaglini & Tienken (2011) to analyze a curriculum document provided by Dr. Tramaglini. Analysis is to be 5 – 7 pages (student must use table provided, no narratives). The directions and grading rubric will also be uploaded and available in eCollege two weeks prior to the due date.

******NOTE: There may be additional readings assigned as the course progresses, depending on what the students need.**

Course Requirements:

Students will be expected to:

- a) Participate in class discussions (online is not required but strongly suggested) and on Blogs as required, synthesize information, and provide insightful commentary based on readings, lectures, and practical experiences
- b) Submit all work on time - There is not a mechanism available for handing in assignments late. Late assignments penalized.
- c) Provide maximum effort in the course

Knowledge Objectives: TLWBT –

- Identify four major curriculum philosophies and evaluate the strengths and weaknesses of each **(1.1, 2.13, 2.19, 5.5)**
- Evaluate the impact of philosophy on curriculum development and delivery **(1.1, 2.13, 2.19)**
- Analyze and evaluate the Industrial model of school and develop practical alternatives **(3.1, 4.1, 5.5, 6.7)**
- Evaluate the impact of social forces, nature of the learning, nature of knowledge, and theories of human development on curriculum design and delivery **(2.1, 2.2, 4.1, 6.7)**
- Evaluate a curriculum and provide cogent commentary and suggestions for improvement **(2.4)**
- Identify the principles of a comprehensive assessment system and develop a model assessment strategy for a grade band **(2.6)**
- Synthesize the cognitive science research related to instructional delivery models **(2.2, 2.5, 2.12, 2.13, 2.14, 3.16)**
- Develop a practical, research-based process for curriculum writing **(2.4, 2.32, 2.33, 3.13, 5.5)**
- Exhibit leadership and organizational skills while working in a cooperative group situation **(1.15, 1.16, 3.32)**

NJPSTSL Standards Assessed: (1.1,15, 16) (2.1,2,4-6,.9,12-14,16,19,21,32,33)

(3.1,13,32) (4.1) (5.5) (6.7)

Grading:

Final paper (Curriculum Project)	–	30 points possible
Blogs		30 points possible
Journal Entries		15 points possible
Mini Paper		5 points possible
Participation/Attendance/Willingness		20 points possible

to embrace new positions when presented with new knowledge/
Synthesis of readings/Depth of answers. **(poor attendance will negatively affect final grade) (minimum of 3pts off final grade for each class missed) (late papers penalized ½ grade: A to B+, etc.)**

Required Readings

- Aiken, W.M. (1942). *Adventure in education: The story of the eight-year study with conclusions and recommendations*. New York, NY: Harper and Brothers.
- Beach, R.W. (Issues in analyzing alignment of language arts Common Core Standards with state standards. *Educational Researcher*. 40(4), 179-182.
- Bullough, R.V. (2007). Professional learning communities and the Eight Year Study. *Educational Horizons*. 2(1), 168-180.
- Linn, R. (2003). Presidential address. Accountability: Responsibility and reasonable expectations. *Educational Researcher*. 32(7), 3-13.
- McGregor, D. M. (1959). *The human side of the enterprise*. In J.M. Shafritz & J. S. Ott (Eds.), *Classics of Organization Theory* (pp. 174-180). Belmont, CA: Wadsworth Publishing Company.
- O'Connell, E.B. (2011). Repeating history: Lessons from education's past to guide the future. *New Jersey Journal for Supervision and Curriculum Development*, 55(1), 60-64.
- Porter, A., McMaken, J., Hwang, J., & Yang, R. (2011). Assessing the Common Core Standards: Opportunities for improving measures of instruction. *Educational Researcher*. 40(4), 186-188.
- Tanner, L. (1988). Curriculum issues in historical perspective. In Rehage, K.J. and Tanner, L. (Eds.) *Critical issues in curriculum: 1988 Yearbook of the National Society for the Study of Education*. (pp. 1-15) Chicago: NSSE.
- Tienken, C.H., & Canton, D.A. (2009). National curriculum standards: Let's think it over. *Journal of Scholarship and Practice*, 6(3), 3-9.
- Tramaglini, T.W. (2010). The curriculum paradigm. In *Tramaglini, TW. (2010). Student Achievement in Lower SES High Schools (Doctoral dissertation, Rutgers, The State University of New Jersey)*. Retrieved from <http://rucore.libraries.rutgers.edu/search/results.php?format=&key=ETD-RU&query=tramaglini>
- Tyler, R.W. (1949; 1969). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.
- Tyler, R.W. (1971). Curriculum development in the twenties and thirties. In Richey, H.G. and McClure, R.M. (Eds.) *The curriculum: Retrospect and prospect: 1971 Yearbook of the National Society for the Study of Education*. (pp. 26 – 44) Chicago: NSSE.
- United States Department of Education, Office of Planning, Evaluation and Policy Development, (2010). *A blueprint for reform: The reauthorization of the elementary and secondary education act*.

United States Department of the Interior, Bureau of Education. (1918). *Cardinal principles of secondary education* (Bulletin, 1918, No. 35). Washington, DC: Commission on the Reorganization of Secondary Education.

Wang, M.C., Haertel, G.D., & Walberg, H.J. (1993). Toward a knowledge base for school learning. *Review of Educational Research*, 63(3), 249-294.

Wiles, J.W., & Bondi, J.C. (2011). *Curriculum development: A guide to practice (Eighth Edition)*. Upper Saddle River, NJ: Pearson.

Wraga, W.G. (2001). A progressive legacy squandered: The Cardinal Principles report reconsidered. *History of Education Quarterly*. 41(4), 494-519.

Recommended Readings

Achilles, C.M. (1986, Nov.). *New perspectives on change and the change process: Teaching and learning as viewed through communication elements and change processes*. Mimeo. Paper presented to Administrators and Supervisors Council, Milwaukee, WI.

Au, W. (2007). High-stakes testing and curriculum control: A qualitative metasynthesis. *Educational Researcher*. 36(5), 258-267.

Bloom, B.S. (1976). *Human characteristics and school learning*. New York: McGraw Hill.

Bloom, B.S. (1984). The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6). p.4-16.

Carson, C.C., Huelskomp, R. M., & Woodall, T. D. (1991, May 10). Perspectives on Education in America. Annotated briefing. Third draft., Albuquerque, NM: Sandia National Laboratories.

Committee on Testing and Basic Skills, (1977). *Improving educational achievement*. Washington, DC: National Academy of Education.

Conant, J. B. (1959). *The American high school today*. New York, NY: McGraw-Hill.

Conant, J. B. (1967). *Comprehensive high school: A second report to interested citizens* (J. 1967, Trans.). New York: McGraw-Hill Companies, The.

Deming, W.E. (1982). *Out of the crisis*. MIT:MA.

Deming, W.E. (1994). *The new economics*. MIT:MA. Dewey, J. (1900, 1902, 1992). *The child and the curriculum / The school and society*. Chicago: Chicago University Press.

Goddard, R.D., Hoy, W.K., Woolfolk-Hoy, A. (2000). Collective teacher efficiency: Its meaning, measure, and impact on student achievement. *American Education Research Journal*, 37(2), 479-507.

Goodlad, J.I. (2004). *A place called school*. New York: McGraw Hill.

Harvard Committee Report. (1945). *General Education in a Free Society*. Cambridge, Massachusetts: Harvard University Press.

National Commission on Excellence in Education. (1983). *A nation at risk*. Washington, DC: U.S. Department of Education.

Rogers, E.M. (1962). *Diffusion of innovations*. New York: The Free Press.

Tanner, D. & Tanner L. (1995). *Curriculum development: Theory into practice*. Englewood Cliffs, NJ: Prentice Hall.

Tanner, D., & Tanner, L. (2007). *Curriculum development: Theory into practice (Fourth Edition)*. Upper Saddle River, NJ: Pearson.

U.S. Department of Education. (1991). *America 2000*. Washington, DC: USDOE.