Curriculum Development in the Secondary School (Fall)
15:310:505 (Registration Index #12273)

Instructor: Dr. Scott Taylor

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Additional course resources can be found at dynamicschools.net (click Rutgers link).

Course Description

This course focuses on secondary curriculum development and placed an emphasis on the movement to reform secondary schools. It does not address *fundamental* curriculum development theory, history, and practice since all students are required to acquaint themselves with these principles of supervision in Curriculum and Instruction (15:310:500).

The course will consider the research, theory, and practice proven to promote effective curriculum development at the secondary level. Important peripheral topics will be addressed that impact curriculum programming decisions. A review of selected practices, programs, and individual experts and practitioners who have successfully managed issues and responsibilities related to curriculum development at the high school level will supplement important theories and studies that have been conducted. Specifically, the following principles will be discussed throughout the semester:

> •School culture •Collaborative leadership •Institutional change •Professional learning communities •Instructional technology •State and national standards •Social-emotional learning •21st Century Skills Initiative •Federal/state policies •DSACS •NCLB •High school reform •Scheduling •Teacher leadership •The senior year •Effective Schools Movement •Common Core State Standards Initiative

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Texts

> •Humes, E. (2004). School of Dreams: Making the grade at a top American high school. New York: Harvest Books (Barnes and Noble- $5.60)
>
> •Sizer, T.R. (2004). Horace's Compromise: The Dilemma of the American high school. New York: Mariner Books. (Amazon- $10.17)
>
> Archived and current articles from *Educational Leadership*, using online access granted to student subscribers. Class participants are expected to join The Association of Supervision and Curriculum Development as basic student members (see end of syllabus for registration form). It is advised that students call to register). Membership includes

monthly paper issues of *Educational Leadership,* online access to archives that date back to 1943, and reduced rates to workshops and conferences.

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Information from Twitter provided by my account (@Dynamicschools). Follow these directions to begin: 1. Go to www.twitter.com 2. Sign up for an account.
3. After signing in and setting up your account, click the following link: http://twitter.com/Dynamicschools and click "Follow" in the upper right corner of the screen. 4. Check your Twitter account from time to time to read my feed. 5. You will be added to the Rutgers University Graduate School of Education leadership students list. To read the list Tweets, go to your profile page and click "Lists," then click "Member of" and the GSE list. 6. Download the smartphone applications if you want to pick up my tweets on your mobile device.

Coursework

The Contemporary Challenges Facing American High Schools

- **Week of September 4-14**

  -Introductions and course goal setting
  -Identifying and understanding current issues that today's high school education leaders must confront

  Professional Standards for School Leaders: 4.1, 5.1

  Readings due September 9: High Schools at the Tipping Point, Bob Wise (Educational Leadership- May 2008); *Put Understanding First*, Grant Wiggins and Jay McTighe (Educational Leadership- May 2008); **Introductions due September 15** *(see eCollege instructions)*

- **Week of September 15-21**

  -The Effective Schools Movement and its influence on high school curricula and programming

  Professional Standards for School Leaders: 2.2, 2.9, 2.12, 2.33, 3.16, 3.18, 5.1, 6.2, 6.9

  Readings due September 21: The Effective Schools Movement: Its History and Context, Betty Mace-Matluck (SEDL, 1987)

- **Week of September 22-28**

  -The Common Core State Standards Initiative's impact and influence on high school curricula

  Professional Standards for School Leaders: 3.18, 4.1

  Readings due September 26: Common Core State Standards for English, Language Arts & Literacy, in History/Social Studies, Science, and Technical Subjects, pages 3-8, 35, 41, 48, 51, 60, 63; Common Core State Standards for Mathematics, pages 3-8, 57; Building on the Common Core, David T. Conley (Educational Leadership, March 2011); ***Discussion #1 comment due September 28***

- **Week of September 29-October 5**

  -New Jersey codes that influence secondary curriculum development
  -High school graduation requirements
  -Working within the bounds of legislative and administrative codes

  Professional Standards for School Leaders: 6.3, 6.18

  *Readings due October 3: Sizer's Horace's Compromise: The Dilemma of the American High School, The Program, Chapters 1-4; **Discussion #2 comment due October 5***

The High School Curricular Program: What it is and What it Could Be

- **Week of October 6-12**

  -The principle "less is more" as it relates to secondary curriculum development (depth versus breadth)

  Professional Standards for School Leaders: 2.4, 2.26

  Readings due October 12*: Sizer's *Horace's Compromise: The Dilemma of the American High School*, The Program, Chapters 5-7, The Teachers, Chapters 1-2

- **Week of October 13-19**

  -The role of social-emotional learning (SEL) in secondary curricula

  Professional Standards for School Leaders: 2.4, 2.26, 5.13

  Readings due October 19: Sizer's *Horace's Compromise: The Dilemma of the American High School*, The Teachers, Chapters 3-6; ***Critical Analysis of Readings due October 19***

- **Week of October 20-26**

  -Using secondary curriculum to build healthy relationships among all of the learning community stakeholders in a high school

  Professional Standards for School Leaders: 1.10, 1.16, 1.17, 2.4, 2.26, 3.14, 4.6, 4.12, 4.14, 4.15, 4.19, 6.11

  Readings due October 26*: Sizer's *Horace's Compromise: The Dilemma of the American High School*, The Structure, Chapters 1-3

- **Week of October 27-November 2**

  -Using secondary curriculum to build a community of learners

  Professional Standards for School Leaders: 1.10, 1.16, 1.17, 2.4, 2.26, 3.14, 4.6, 4.12, 4.14, 4.15, 4.19, 6.11

  Readings due October 31*: Hume's *School of Dreams: Making the Grade at a Top American High School* Chapters 1-3; ***Discussion #3 comment due November 2***

Understanding the Learner for Whom we Develop Curricula

- **Week of November 3-9**

  -The impact of secondary curricula on the high school learner

  Professional Standards for School Leaders: 2.13. 5.13

Readings due November 9: Hume's *School of Dreams: Making the Grade at a Top American High School* Chapters 4-6; *Assignment due November 9: Forging a Vision for Secondary Curriculum Development: VoiceThread Media*

- **Week of November 10-16**

  -Harnessing the power of the private sector and other nontraditional ventures to bolster secondary curricula.

  Professional Standards for School Leaders: 4.3, 4.20, 4.21, 4.28

  Readings due November 16: Hume's *School of Dreams: Making the Grade at a Top American High School* Chapters 7-10. *Assignment due November 16: Comments on peers' VoiceThreads*

  Thanksgiving Recess

- **Week of November 24-30**

  -College preparation programs, including mentorships and secondary-higher education partnerships
  -Advanced placement, International Baccalaureate, and the senior year
  -The education reform movement and its influence on secondary curriculum development

  Professional Standards for School Leaders: 2.1, 2.4, 4.3, 4.5, 4.17, 4.20, 4.21, 4.28

  Readings due November 28: Hume's *School of Dreams: Making the Grade at a Top American High School* Chapters 11-17; *Discussion #4 comment due on November 30*

- **Week of December 1-7**

  -The role of the secondary school in the 21st Century and the responsibility of the curriculum supervisor to help high schools fulfill this role
  -21st Century Skills movement

  Professional Standards for School Leaders: 1.12, 2.4, 2.28, 3.18, 4.1

  Readings due December 7: Hume's School of Dreams: Making the Grade at a Top American High School Chapters 18-20; *Assignment due December 7: Steps to Effectively Developing Curriculum in the Secondary School: Wiki Page Collaborative Development*

- **Week of December 8-12**

  -The supervisor's place on the secondary administration team
  -Working with principals, superintendents, and the Board of Education to promote the supervisor's vision for secondary curriculum development

  Professional Standards for School Leaders: 1.22, 1.25, 3.2, 4.14, 5.19, 5.24

Readings due December 12*:* Hume's School of Dreams: Making the Grade at a Top American High School Chapters 21-24

Assessment of Comprehension and Application

Grades will be assigned on a point-basis. Instructor feedback will be provided on a regular basis. A determination that students in this class understood the material discussed and were able to apply this understanding practically will be based on the following:

Critical Analysis of Readings- 30 points

Forging a Vision for Secondary Curriculum Development: VoiceThread Media- 20 points

Steps to Effectively Developing Curriculum in the Secondary School: Wiki Page Collaborative Development (Group Project)- 20 points

Secondary Curriculum Development Reform: Threaded Discussion- 28 points (28 points; seven points for each discussion thread)

Introduction Post- Two points

The university requires that "Attendance at all regularly scheduled meetings of a course, whether held in-person or online…be expected."

Grading Scale (based on points)- A= 90-100, B+= 85-89, B= 80-84, C+= 75-79, C= 70-74 points, F= Below 70 points.

All assignments must be handed in on the stipulated date they are due. Late assignments (any time after the due date) will incur a point deduction for each day after which the assignment has not been submitted.

Suggested Readings

Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.

Deal, T. & Peterson, K. (1999). *Shaping school culture*. San Francisco: Jossey-Bass.

Dewey, J. (1938). *Experience and education*. New York: Free Press.

Elias, M. J. (1994). *Promoting social and emotional learning: Guidelines for educators*. Alexandria: ASCD.

Fullan, M. (1991). *The new meaning of educational change*. New York: Teachers College Press.

Kozol, J. (1991). *Savage inequalities*. New York: Harper Collins.

Littky, D. (2004). *The big picture. Education is everyone's business*. Alexandria: ASCD.

Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom instruction that works*. Alexandria: ASCD.

Thoreau, H. D. (1999). *Uncommon learning: Thoreau on education*. New York: Houghton Mifflin.

Critical Analysis of Readings

Goals- •To recognize how effective schools research has influenced today's high school reform efforts.

Procedures-

1. Refer to the readings assigned on articles related to high school reform, The Effective Schools Movement, the Common Core State Standards, and NJDOE high school regulations.

2. Having read a brief overview of The Effective Schools Movement (including its birth, rise, and impact on education reform policy), consider the influence the body of research on effective schools has led to today's high school reform efforts. Consider answering such questions as, "How, if at all, do you believe the effective schools research shaped NJDOE policies that impact high school programs, structure, and/or organization?" "How, if at all, do you believe the effective schools research led to the evolution of the Common Core State Standards?"

This paper should be between **four** to **five** double-spaced pages, using 1¼-inch margins on each side. Please use APA format for in-text references and lists of works cited. **For more information about APA format, go to: www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796#figures**

Use Times font (12 point) and do not include a Title Page. You may place the title and your name on the first page of your paper.

Scoring Rubric

	11-15	6-10	0-5
Content	Demonstrates clear and specific understanding of the themes presented in the articles. Reflects an understanding of The Effective Schools Movement, including its origins and evolution. Applies this understanding by illustrating the influence of the movement on today's high school reform efforts.	Demonstrates a general and broad understanding of themes presented in the articles. Reflects a rudimentary understanding of The Effective Schools Movement and does not identify the origins and/or evolution of the movement. Alludes to the movement's influence on today's high school reform efforts.	Demonstrates a weak or non-existent understanding of the themes presented in the articles. Does not reflect any understanding of The Effective Schools Movement and does not identify the origins and/or evolution of the movement. Does not point out any correlation between the movement and today's high school reform efforts.
Mechanics	There is evidence of effective paragraphing and sentence structure throughout the paper. Correct punctuation and spelling is consistent and evident throughout the paper. **Approximately two to four mechanical errors are present**.	Effective paragraph and sentence structure is sometimes evident in the paper. There are some punctuation and/or spelling errors in the paper. **Approximately four to eight errors are present**.	Paragraph and sentence structure is mostly ineffective. **There are numerous punctuation and/or spelling errors in the paper.**

Forging a Vision for Secondary Curriculum Development: VoiceThread Media

Goals- •To illustrate a vision for secondary curriculum development that reflects a point of view about teaching and learning.

Procedures-

1. Log onto http://voicethread.com/ and create a free account. Instructions can be found on the site by clicking "Learn More" in the middle of the screen.

2. Create a VoiceThread document that describes what you would like to see materialize in a high school in the arenas of curriculum development and implementation (teaching). Via your media presentation, answer such questions as, "How would an outsider describe my school's curricula if I were supervising development of the program?" "What kind of teaching would people see if they walked into a classroom in the school I supervise?" Be sure to use digital images, sound, and text to express your vision in a multidimensional manner. I strongly recommend that you spend some time looking at sample VoiceThreads before embarking on creating your own.

3. Between November 5-11, log in to VoiceThread and post one comment on each of your peer's VoiceThreads. Provide a comment and a reflective question that may encourage the VoiceThread artist to consider other ideas about his/her vision.

Scoring Rubric

	8-10	4-7	0-3
Expression	Illustrates his/her vision for secondary curriculum development by using at least **one image, one sound item, and text**. The vision includes the following: pedagogical technique, nature of curriculum, use of tools to frame teaching around the learning goals established either in the curriculum or that are part of the school's mission.	Illustrates his/her vision for secondary curriculum development by using one, but not all of the following: **image, sound item, or text**. The vision includes one of the following: pedagogical technique, nature of curriculum, use of tools to frame teaching around the learning goals established either in the curriculum or that are part of the school's mission.	Illustrates his/her vision for secondary curriculum development by using only one of the following: **image, one sound item, or text**. The vision may or may not include the following: pedagogical technique, nature of curriculum, use of tools to frame teaching around the learning goals established either in the curriculum or that are part of the school's mission.
Collaboration	Provides at least one voice comment on each peer's VoiceThread that poses a reflective question and a comment.	Provides comments and/or questions on some, but not all peers' VoiceThreads.	Provides comments and/or questions on three or fewer peers' VoiceThreads.

Steps to Effectively Developing Curriculum in the Secondary School: Wiki Page Collaborative Development (Group Project)

Goals- •To identify the elements of effective curriculum development planning and implementation at the secondary level. •To recognize the challenges and proposed resolutions to developing effective curricula at the secondary level.

Procedures- When collaboratively developing the group Wiki, think of the things other people would find helpful in supervising the development of secondary curricula. How can we provide a "one stop secondary curriculum development shop" on the Internet resource for our colleagues around the world?

1. Go to http://secondaryeducationcurriculumdevelopment.wikispaces.com/ and click "Join" to begin the collaboration process.

2. Work with your partners (groups will be formed after the start of the semester) to provide text, visual, and/or audio media resources (in the form of widgets) that satisfy the needs of the sub-topic groups will be separately assigned. Look to other Wikis as examples. The following categories will frame our Wiki: Best Practices- 21st Century Schools Initiative and Secondary Schools, Secondary Curriculum, Best Practices- Supervision of Curriculum Development, Community and Private Sector Partnerships, High School Curriculum Reform.

Scoring Rubric

	8-10	5-7	0-4
Knowledge	Demonstrates specific knowledge about issues and ideas explored in this class, based on readings, threaded discussions and project sharing. Includes multiple details about the issues and ideas.	Illustrates his/her vision for secondary curriculum development by using one, but not all of the following: **image, sound item, or text**. The vision includes one of the following: pedagogical technique, nature of curriculum, use of tools to frame teaching around the learning goals established either in the curriculum or that are part of the school's mission.	Demonstrates little knowledge about the issues and ideas. Knowledge is not necessarily derived from the resources provided in the program. No details are provided about the issues and ideas.
Resourcefulness and Contribution	Resources provided are multisensory in that they include different types of media in order to present different perspectives. There are at least 10 resources provided on the Wiki. There is demonstration that each member of the group has contributed to development of the Wiki entry (as evidenced by the history log of the Wiki).	The resources only include text (a linear media). There are between five to nine resources provided on the Wiki. It is not clear that each member of the group has contributed to the development of the Wiki.	There are fewer than five resources provided on the Wiki. It is not clear that each member of the group has contributed to the development of the Wiki.

Secondary Curriculum Development Reform: Threaded Discussions

Goals- •To think critically about topics related to secondary curriculum development. •To demonstrate and apply understanding of topical issues related to secondary curriculum development by contributing to the collaborative discussion.

Procedures- Each student will be responsible for contributing to the threaded discussions. The rubric lists expectations that should frame the posts. Discussion topics will be assigned by the instructor and will focus on the readings, video lectures, Twitter feeds, and/or blog posts (www.succesfulschools.blogspot.com).

<u>Scoring Rubric</u>

	1-7
Knowledge	Demonstrates **specific** knowledge about the underlying theme or idea inherent in the assigned reading, video presentation, and/or blog post for the week by including at least one detail to support the discussion point.
Analysis	Provides comment(s) that compels peers to think critically about the theme or idea presented in the assigned reading and/or video presentation. Presents an idea that may spurn more critical thought in the threaded discussion. Shares personal and/or professional experiences that relate to the topic and illustrate the practical application of theories and/or research being discussed.