

15:310:500 –Curriculum and Instruction
Fall 2013 (Online)

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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 methodology; alignment to state and national standards; methods for articulation and documentation; and leading the implementation of curriculum.

This course is taught in an online format. Students have weekly lessons to complete and will interact with the professor via journals, email, and online discussion.

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 RESOURCES

A. Readings

1. Readings

TEXT

Wiggins, Grant and McTighe, Jay (2005). Understanding by design (Expanded 2nd Edition). Upper Saddle River, N. J. Merrill/Pearson.

http://www.amazon.com/Understanding-Design-Expanded-Grant-Wiggins/dp/0131950843/ref=sr_sp-atf_image_1_1?s=books&ie=UTF8&qid=1373898212&sr=1-1&keywords=wiggins+and+mctighe+understanding+by+design

2. Readings/Videos/Other Resources

Additional readings, videos, etc. used in the course are available on the course SAKAI site or the WEB.

3. Additional Research

Additional research can be pursued through the Rutgers Library. To login to the library: <https://login.proxy.libraries.rutgers.edu/login?url=http://www.libraries.rutgers.edu/>

B. Class Web site - SAKAI

- The class is conducted via the Rutgers course management system 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>
 - c) After logging in, click the Upper Tab for Curriculum (On Line). The RESOURCES heading in the left margin leads to the course content.
- SAKAI will also be used to submit electronic copies of journal entries and assignments as well as other class activities.
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- 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.
- 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.
- All readings are 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

COURSE EXPECTATIONS

See Course Schedule for due dates

The course is organized into LESSONS. Each lesson appears as a separate folder under RESOURCES on the SAKAI web site. Students are expected to complete one lesson per week. (A week runs Monday through Sunday.) In addition to the weekly lessons/activities, students will be expected to complete each of three written assignments during the semester.

1. Weekly Lessons

- Each weekly lesson folder consists of:
 - An overview of the week's lesson and activities
 - A PowerPoint presenting the major content of the lesson
 - Additional readings/video to supplement the lesson
- Students will study the material and then complete a journal entry.

2. Weekly Journal Entries

- After studying the material for the weekly lesson, each student will submit a written journal entry to the professor.
- Journal entries should be concise (1- 2 pages max.) and address two main issues:
 - First, choose and summarize the three (3) most important aspects (concepts, issues, factual information, etc.) presented in the week's lesson and provide rationale for each choice. The three aspects chosen should be those insights that you believe are most critical to a student to learn and remember from the week's lesson.
 - Second, state two questions (2) that you want to ask about the material for the week or about its implication(s) or implementation in our schools.
- By midnight Sunday each week submit by drop box your journal entry for the week's lesson
- Material submitted will be read by the professor who will respond by email later in the week.

3. Major Written Assignments

NOTES:

- Further details for each assignment are available on SAKAI under ASSIGNMENTS.
- Please note that the due dates (course schedule) for Assignments One and Two are past the midpoint of the course and fairly close together. You should start work on the two assignments at the start of the course and work on them concurrently.
- Assignments One and Two involve the development of specific curriculum leadership skills.
 - Learning these skills is an important part of the course. To help you develop and complete the assignment, the professor will review partial (or complete) email drafts of student work and/or questions up to one (1) week before the assignment is due.
 - Answers to questions and critiques of drafts with suggestions for improvement will be returned by email.
 - Further assistance can be arranged with the professor via CHAT or VIDEO CONFERENCE.
 - Submit your finished assignment by uploading an electronic copy to your SAKAI drop box.

a. Assignment One – Curriculum Mapping and Alignment

- Follow details in 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 course.

- Diagrams and maps must be aligned to the applicable, current New Jersey Core Curriculum Content Standards.
- As you complete the various steps of your work, confer with the professor on your work to date. You are encouraged to review your work with the professor as frequently as you choose.

b. Assignment 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 and in addition to submitting for a course grade you must upload a copy to the Educational Administration Portfolio SAKAI site.

c. 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:

- Participation in all course activities
- Quality of both thinking and written assignments.

Students are reminded of the Rutgers Academic Integrity Policy that governs all class activities and assignments. [<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>]

Activity	Weight Towards Final Grade
Quality of Weekly Journals	30 %
Assign One: Curriculum Mapping	25 %
Assign Two: Implementation of Standards	25 %
Final Project: Improving Curriculum Processes	20 %

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