Curriculum and Instruction (Spring)
15:310:500 (Registration Index #52509)

Instructor: Dr. Scott Taylor

taylor@tayloreducation.net • dynamicschools.net • kenilworthschools.com
Blog: successfulschools.blogspot.com • Twitter: twitter.com/Dynamicschools

732-672-9276 (cell)
908-276-5936, ext. 541 (office)

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

Course Description

This course is focused on practitioners' needs and will integrate theory, research, and practical ideas to provide participants with a holistic view of the educational leader's position in the school district. Specifically, the program will overview the roles and responsibilities of the supervisor as they apply to the development of curricula and the promotion of effective instruction in K-12 schools. The following principles will be discussed throughout the semester:

•History of curriculum theory and development •Understanding by Design (UbD) •Curriculum mapping •Professional learning community (PLC) and its impact on instruction •Instructional technology •National assessments •Social-emotional learning •21st Century Skills Initiative •Learnia and MAP •Common Core Standards •NCLB •Coalition of Essential Skills •Curriculum development protocol •Mastery Skills •Scope and Sequence Charts •Constructivism

---

Texts

•Dewey, J. (1938). *Experience and education*. New York: Free Press. (Amazon- $9.59)

•Edgar, A. H. (2009). *The history of curriculum in American schools: From the Pilgrims to the present*. New York: Authorhouse. (Amazon- $10.49)

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.

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.

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.

Additional readings will be distributed.

Coursework

The Evolution of Curriculum Development and Instructional Alignment

- **Week of January 22-February 1**

  -Introductions
  -Explaining curriculum and recognizing its alignment with instruction

  Professional Standards for School Leaders: 2.1-2.10, 2.30, 3.9, 3.16

  Readings due February 1: *Choosing Content That's Worth Knowing*, George Nelson (Educational Leadership- October 2001); *Seeking Breadth and Depth in the Curriculum*, E. D. Hirsch Jr. (Educational Leadership- October 2001); **Introductions due February 1 (see eCollege instructions)**

- **Week of February 2-8**

  -Topical issues in curriculum development and alignment with instruction
  -The argument for depth over breadth of knowledge

  Professional Standards for School Leaders: 2.1-2.10, 2.30, 3.9

  Readings due February 6: *The Curriculum Superhighway*, Thomas Armstrong (Educational Leadership, May 2007); *Learning in Depth*, Kieran Egan (Educational Leadership- November 2008); ***Discussion #1 comment due February 8***

- **Week of February 9-15**

  -The Common Core Standards and the national assessment project
  -The status of the New Jersey Core Curriculum Content Standards and their role in curriculum development

  Professional Standards for School Leaders: 4.1, 5.5, 6.6, 6.17, 6.18

  Readings due February 15: *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)

- **Week of February 16-22**

  -Vygotsky's idea of the "zone of proximal development" (introduction to Dewey)

  Readings due February 22 John Dewey's *Experience and Education,* Chapters 1-4

- **Week of February 23-March 1**

  -The influence of Dewey on curriculum development and instructional practice

  Professional Standards for School Leaders: 2.1-2.9, 2.30, 3.9, 3.16, 5.5

  Readings due February 25: John Dewey's *Experience and Education*, Chapters 5-8; ***Discussion #2 comment due March 1***

  Webinar- February 27 at 4:00: Reviewing the TEAC Assignment. Step 1: Click the "Live" tab in eCollege. Step 2: Click the "ClassLive" tab. Step 3: Click "Join Session."

Current Approaches to Curriculum Development and Instructional Alignment

- **Week of March 2-8**

  -The evolution of curricular thought- an overview of curriculum history

  Professional Standards for School Leaders: 2.1-2.9, 2.30, 3.9, 3.16, 5.5

  Readings due March 8: Angela Hodges Edgar's *The History of Curriculum In American Schools: From the Pilgrims to the Present*, pages 1-55; **Email Discourse will take place between March 2-8.**

- **Week of March 9-15**

  -Curriculum mapping as an important example data analysis tool to improve instruction

  Professional Standards for School Leaders: 2.1-2.10, 2.28, 2.30, 3.9, 3.16

  Readings due March 15: *Creating a Timely Curriculum: A Conversation with Heidi Hayes Jacobs*, Deborah Perkins-Gough (Educational Leadership, December 2003/January 2004)

Spring Recess

- **Week of March 23-29**

  -The "Five-Step Model for Developing Curricula" Step 1: Forging a program vision and constructing Mastery Skills Lists

  Professional Standards for School Leaders: 2.1-2.9, 2.30, 2.32-2.33, 2.38, 3.9, 3.1-3.2, 3.9, 3.16-3.19, 3.32, 5.1

  Reading due March 29: A Protocol for Developing Meaningful Curricula- Five Steps That Engage Teachers in Collaborative Program Vision Building, Scott Taylor (due for publication)

- **Week of March 30-April 5**

  -The "Five-Step Model for Developing Curricula" Step 2: Adopting materials that support teacher expectations, as established by the Mastery Skills Lists

  Professional Standards for School Leaders: 2.1-2.9, 2.30, 2.32-2.33, 2.38, 3.9, 3.1-3.2, 3.9, 3.16-3.19, 3.32, 5.1

  Readings due April 5: Challenging the Textbook, Gloria T. Alter (Educational Leadership, May 2009); *Out With Textbooks, in With Learning*, Harvey Daniels, Steven Zemelman (Educational Leadership, December 2003/January 2004); ***Analyze How a District Enacts a Section of NJ Core Content Standards- TEAC Requirement due April 5***

- **Week of April 6-12**

  -The "Five-Step Model for Developing Curricula" Step 3: Creating Program and Topic Scope and Sequence Charts

  Professional Standards for School Leaders: 2.1-2.9, 2.30, 2.32-2.33, 2.38, 3.9, 3.1-3.2, 3.9, 3.16-3.19, 3.32, 5.1

  Readings due April 12: *Pacing Guides*, Jane L. David (Educational Leadership, October 2008); *Developing a Scope and Sequence for Thinking Skills Instruction*, Barry K. Beyer (Educational Leadership, April 1988)

  Webinar- April 10 at 4:00: <u>The Five-Step Protocol/Review of Project</u>. Step 1: Click the "Live" tab in eCollege. Step 2: Click the "ClassLive" tab. Step 3: Click "Join Session."

- **Week of April 13-19**

  -The "Five-Step Model for Developing Curricula" Step 4: Writing frameworks using the Understanding by Design (UbD) model
  -Understanding by Design

  Professional Standards for School Leaders: 2.1-2.9, 2.30, 2.32-2.33, 2.38, 3.9, 3.1-3.2, 3.9, 3.16-3.19, 3.32, 5.1

  Readings due April 17: *Put Understanding First*, Grant Wiggins and Jay McTighe (Educational Leadership, May 2008); ***Discussion #3 comment due April 19***

- **Week of April 20-26**

  -The "Five-Step Model for Developing Curricula" Step 5: Writing Units of Study

Professional Standards for School Leaders: 2.1-2.9, 2.30, 2.32-2.33, 2.38, 3.9, 3.1-3.2, 3.9, 3.16-3.19, 3.32, 5.1

- **Week of April 27-May 3**

  -Integrating curriculum development and district instructional goals and initiatives
  -Working with faculty to develop curricula
  -The school administrator as instructional leader- steering districts towards instructional excellence

  Professional Standards for School Leaders: 2.1-2.9, 2.30, 2.32-2.33, 2.38, 3.9, 3.1-3.2, 3.9, 3.16-3.19, 3.32, 5.1

  Readings due May 3*: The Invisible Role of the Central Office*, Kathleen F. Grove (Educational Leadership, May 2002); *The Power of Gentleness*, Daniel A. Heller (Educational Leadership, May 2002); **Supervision of Curriculum Development Project due May 3**

Assessment of Comprehension and Application

Grades will be assigned on a point-basis. Class participants can track their grades by accessing the gradebook portal in eCollege. Instructor feedback will be provided via embedded comments (Word comments feature) in the file that will be returned by email. 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:

Curriculum and Instruction Threaded Discussions Based on Readings, Videos, and "Leading Successful and Dynamic Schools" Blog (20 points; five points for each of three discussion threads, five points for introduction)

Participation (Email Discourse)- 10 points

Analyze How a District Enacts a Section of NJ Core Content Standards- TEAC Requirement (30 points)

Supervision of Curriculum Development Project (40 points)

The university requires that "Attendance at all regularly scheduled meetings of a course, whether held in-person or online…be expected." **Attendance is expected unless circumstances arise that call for an absence.** The instructor should be informed by email or phone if an absence is 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 day they are due. Late assignments (any time after the due date) will incur a point deduction for each session after which the assignment has not been submitted.

Suggested Readings

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

Brooks, G. B. & Brooks, M. G. (1993). *The case for constructivist classrooms*. Alexandria: ASCD.

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.

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

Marzano, R. (2007). *The art and science of teaching*. Alexandria: ASCD.

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

Sizer, T. (1984). *Horace's Compromise*. Boston: Houghton Mifflin.

Tanner, D. & Tanner, L. (2007). *Curriculum development: Theory into practice*. Upper Saddle River: Pearson- Prentice Hall.

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

Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction and Understanding by Design*. Alexandria: ASCD.

Curriculum and Instruction Threaded Discussions

Goals- •To think critically about topics related to curriculum development and instructional practices. •To demonstrate comprehension of reading material and application of concepts to leadership practice. •To demonstrate and apply understanding of topical issues related to curriculum development and instructional practices 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 (http://successfulschools.blogspot.com/).

<u>Scoring Rubric</u>

	1-5
Knowledge and Analysis	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. 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.

Participation (Email Discourse)

Goals- •To think critically about topics related to the supervision of faculty and support staff. •To demonstrate and apply understanding of topical issues related to supervision by contributing to a one-to-one email discourse with the instructor.

Procedures- Students will be sent an email question and/or comment by the instructor during the semester and will be expected to reply to the email appropriately within a timely manner.

Scoring Rubric

	4
Knowledge	Demonstrates specific knowledge about the underlying theme or idea inherent in the assigned reading and/or video lecture for the week by including at least one detail to support the emailed point.

Analyze How a District Enacts a Section of NJ Core Content Standards (TEAC Requirement)

The Rutgers Graduate School of Education's teacher education program has been granted pre-accreditation status by the Teacher Education Accreditation Council (TEAC). The tasks described below are required to be completed as per TEAC requirements. Your work will be compiled along with other materials you will produce during your coursework in a portfolio format. I will upload your work to a central website after you submit digital files to me.

There are two steps to this assignment: 1. Conduct and critique two separate meetings with two teachers to discuss the planned lessons you will observe in Step Two. 2. Observe and critique two separate lessons, based on the plans reviewed in Step One. Below is a more detailed description of the assignment, as provided by the Graduate School of Education:

Step 1*"Pre-Observation Meetings"*

Conduct conferences with two different teachers. The conference should focus on the following:

> 1. The core curriculum standard(s) they want their students to attain. Be sure to ask the teachers to describe the student products or student behaviors that will manifest achievement of the standards.

> 2. The instructional activities and student exercises that will elicit the standards meeting behaviors or products teachers identified. The focus here is on "what the student will do or produce to demonstrate the achievement of the standard."

For each teacher, write a two-three page summary and critique of the meeting and the planned lesson and complete the "Expectations for Standards-Based Lesson Plans" (below). **The summary** should be **one page** and focus on the meeting. **The critique** should be **one page** and consider the potential of the plan to elicit student performances or products that manifest achievement of the standard. Through this exercise, you will first need to describe what a student needs to do to meet a standard. Then, you will assess the potential of the teachers' plans to meet the instructional target. You should utilize O'Shea's "Expectations for Standards-Based Lesson Plans" for each pre-observation meeting (see below). Include the teachers' lesson plans in your papers.

Step 2 *"Observations of the Lessons"*

Observe the lessons conducted by the teachers with whom you conferenced. For each teacher, write a **two-page summary** and critique of the observed lessons. You should write a **one-page summary** of each lesson and a **one-page summary with comments** on student work in relationship to the evidence that the standards were achieved. Complete the "Criteria for Evaluating a Standards-Based Lesson" chart (see below). You should review student work at the end of the observations to support your critique.

Submitting Your Work

You will submit your work to SAKAI (see instructions). Following these specifications:

- Papers should be double-spaced
- Documents should have 1¼-inch margins on each side
- Use Times font, 12 points
- Do not include a Title Page; List your title and name on the first page of the paper.
- You should provide a header for each section of your paper so I can easily identify the different parts of your work
- You must email the "Expectations for Standards-Based Lesson Plans" rubric and the "Criteria for Evaluating a Standards-Based Lesson" rubric for each lesson you observe, both of which can be downloaded in Word format from eCollege
- You should email me one document that includes all of your work

"Expectations for Standards-Based Lesson Plans"

Expectations	Met	Partially Met	Not Met
The lesson topic is related to a selected standard(s)			
Selected standards are identified by subject, grade, or course and are transcribed from state documents			
Selected standards have been edited and delimited to topics and skills that can be acquired in the lesson that will be observed			
Lesson objectives describe student behaviors or products that will be observable during the lesson or in students work resulting from the lesson			
Lesson objectives will lead students to demonstrate skills and knowledge described in the standards or content statements of the frameworks			
A sequence of learning activities is provided, and the activities are likely to elicit the performances and products found in the objectives			
Materials to be distributed to students and activities of the lesson will develop the academic vocabulary of the selected standard(s)			
Evaluation methods and materials will elicit performances or products that meet the expectations of the objectives			
Evaluation materials expect students to use and apply academic language of the standards, content statements, and objectives			
O'Shea, Mark R. "From Standards to Success", Association for Supervision and Curriculum Development Publications, 2005, p. 98			

"Criteria for Evaluating a Standards-Based Lesson"

Expectations	Fully Evident	Partially Evident	Not Evident
Standards posted in the classroom are appropriate and timely for the development in accordance with the curriculum pacing guide			
Students are appropriately informed of standards that they are achieving or will achieve			
Assignments and announcements of upcoming students activities relate to standards to be achieved in accordance with the curriculum pacing guide			
Students are appropriately informed of the performance or product expectations before or during the lesson			
The teacher uses, and explains, academic vocabulary of the selected standards during the lesson			
Activities of the lesson unfold as they were described in the lesson plan			
Student performances and products described in the lesson's objective can result from the learning activities in the lesson plan			
Student performances and products demonstrated during the lesson meet proficiency levels described in the lesson's objective			
Evaluations activities expect students to provide products or performances that are described in the lesson's objective			
O'Shea, Mark R. "From Standards to Success", Association for Supervision and Curriculum Development Publications, 2005, p. 100			

Curriculum Development in Secondary Education: Demonstration Task Scoring Rubric- Designed for Rutgers University TEAC Requirement

(Points will be assigned holistically, based on satisfaction of the expectations below)

Component	Not Acceptable	Proficient	Exemplary
Pre-Observation: Meeting *Provides a concise, complete description of selected standard(s), lesson plan, instructional activities, and an evaluation tool. Fits within page limit.*	☐ Descriptions are fair. Listed standards are vague and reference the New Jersey Core Curriculum Content Standards (NJCCCS)	☐ Descriptions are adequate. Covers all NJCCCS and relevant strands.	☐ Clear, concise descriptions provided. Covers all NJCCCS, strands, and references the cumulative progress indicator in discussion of the evaluation tool.
Observation: Classroom *Teacher's actions described as they relate to the standards, instructional activities, student performance, and products utilized to ascertain mastery of the standards.*	☐ Minimal discussion of teacher actions/behaviors. Descriptions poorly organized and poorly expressed. Not all elements of class described.	☐ Teacher actions described in some detail. All elements of class covered. Description flows from one activity to another. Relevance to standards discussed.	☐ Clear, concise descriptions provided. All elements of class covered in good detail. Description of standards in action and evaluation tool used by students.
Evaluation: Student Mastery *Behavior of students is described. Students produce evidence of mastery of standard(s) based on performances and products demonstrated*	☐ Minimal discussion of student actions/behaviors. Descriptions poorly organized and poorly expressed. Minimal reference to standards based activities	☐ Student actions and behavior described in some detail. Reaction to standard assessment and student mastery.	☐ Clear, concise descriptions provided. Reaction to standard assessment and student mastery. Engagement level and evidence of learning
Analysis: Pre-Observation Most effective standards, learning activities, and student performance/product assessments discussed. Rationale provided for determination of standard utilized. Commentary- speculation regarding mastery of standards by students in the classroom	☐ Standards identified in pre-observation are not appropriate. Rationale limited or poorly presented.	☐ Standards identified as lesson pre-observation are appropriate and discussed some detail. Valid and sufficient rationale provided.	☐ Critical thinking demonstrated in choice of standards, and rationale for choice. Clear, concise detail in discussion.
Analysis: Classroom Identification of least/most effective instructional activities and student performance demonstration. Rationale provided.	☐ Elements identified as lesson needs are not well chosen. Some needs overlooked. Rationale poorly presented.	☐ Elements identified as lesson needs are appropriate. Some detail in discussion. Valid and sufficient rationale provided.	☐ Critical thinking demonstrated in choice of lesson needs and rationale for choice. Clear, concise detail in discussion.
Analysis: Student Mastery *Discussion of student performance/product and recommendations for improving student mastery of the standard*	☐ Improvement recommendations are missing or not specific. Recommendations not appropriate or valid.	☐ Specific improvement recommendations made. Recommendations are valid and appropriate.	☐ Multiple, specific, appropriate improvement recommendations made. Choice of recommendations reflects sound insight.
Writing Quality	☐ Writing is average quality. Sentences and paragraphs weakly constructed. Noticeable errors in grammar, spelling, or mechanics.	☐ Above average writing quality. No errors in grammar, spelling mechanics.	☐ Clear, concise high - quality writing. Proper mechanics and presentation.

T.M.K March 25, 2009

Supervision of Curriculum Development Project

Goals- •To identify and apply effective strategies for facilitating curriculum development using a distributive leadership model. •To understand the Five-Step Protocol for Curriculum Development by developing Mastery Skills, Program Scope and Sequence Charts, broad frameworks, and Units of Study for a specific content area.

Procedures-

1. Identify **one** content area for which Mastery Skills, a Program Scope and Sequence Chart, a broad framework, and a Unit of Study will be developed. Focus on **<u>one grade-level</u>** (for instance, Second Grade math).

2. Create a Mastery Skills list for the identified grade-specific content. Refer to examples provided during the semester if necessary.

3. Develop a Program Scope and Sequence Chart for the content. Be sure to indicate the separate units, the period of time for which each unit will be implemented (week to week). Create the chart using Word, Excel, etc., or use a pre-made template.

4. Write a broad framework for **<u>one selected unit</u>** that includes the Big Ideas, Essential Questions, and Enduring Understandings. The selected unit should be one of the units listed in your Scope and Sequence Chart.

5. Construct **<u>one Unit of Study</u>** for the unit you've chosen to frame. Be sure the unit includes all of the information for the fields included in the provided template.

6. Write a two to four paragraph description of the curriculum development process proposed that would have teachers engaged in Steps 1-5 above. This should be the first page of your project "package." Please use Times font (12 point) and double-space lines.

Templates will be provided in eCollege for each component of the project. You may use these templates or may create your own templates.

Scoring Rubric

	6-8	3-5	0-2
Mastery Skills List	Skills listed are specific and relevant to the identified content area and grade-level. There are multiple skills listed. Skills reflect the New Jersey Core Curriculum Content Standards and/or the Common Core Standards.	Skills listed are broad and somewhat relevant to the identified content area and grade-level. There are few skills listed. Skills do not necessarily reflect the New Jersey Core Curriculum Content Standards and/or the Common Core Standards.	Skills are broad and not relevant to the identified content area and grade-level. There are one to three skills listed. Skills do not reflect the New Jersey Core Curriculum Content Standards and/or the Common Core Standards.
Program Scope and Sequence Chart	Charts provide readers with the ability to easily identify each unit and each unit's start and end week. Charts include units that encapsulate the skills indicated on the Mastery Skills List.	Charts do not provide readers with the ability to easily identify each unit and each unit's start and end week. Charts do not entirely include units that encapsulate the skills indicated on the Mastery Skills List.	Charts are poorly framed so that readers cannot identify each unit and the start and end week of each unit. Charts do not include units that encapsulate the skills indicated on the Mastery Skills List.
Broad Framework	The Framework includes effectively created Big Ideas, Essential Questions, and Enduring Understandings as well as the relevant standards.	The Framework includes Big Ideas, Essential Questions, and Enduring Understandings that are not necessarily effectively written, or are not all listed in the document. Some, but not all relevant standards are listed.	The Framework does not include the Big Ideas, Essential Questions, and Enduring Understandings. Some, but not all relevant standards are listed.
Unit of Study	The Units of Study are complete, in accordance with the guidelines indicated on the provided template. There is a clear relationship between the information on the Units of Study and the information on the other elements of the curriculum "package."	The Units of Study are incomplete, in accordance with the guidelines indicated on the provided template. There is no clear relationship between the information on the Units of Study and the information on the other elements of the curriculum "package."	The Units of Study are mostly incomplete, in accordance with the guidelines indicated on the provided template. There is no clear relationship between the information on the Units of Study and the information on the other elements of the curriculum "package."
Process Description	The description specifically illustrates, in two to four paragraphs, how the leader would engage teachers in the curriculum development protocol.	The description is not specific in its illustration of the process where the leader would engage teachers in the curriculum development protocol.	