

15:310:505 –Curriculum Development in the Secondary School Spring 2013

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COURSE DESCRIPTION

The purpose of this course is to provide current and future curriculum and instruction leaders with the knowledge and skills for developing a research-based, collaborative process for developing, aligning, revising articulating and implementing secondary curriculum which will maximize student learning and achievement. Other topics to be covered and virtually discussed include: the social and political environment of secondary schools, the meaning of secondary “reform,” the impact of Common Core School Standards and PARCC on curriculum.

Course participants will be provided with a balanced, comprehensive view of the *entire* field of secondary curriculum, encouraged to consider research based choices, and formulate their own views on curriculum foundations, principles, and issues. The course will begin with a brief review of the historical, philosophical, psychological, and social context for secondary schools. During the course, students will delve into the curriculum development process and issues, such as the national standards and assessments, while considering how other new reforms impact curriculum deliberations, development, and implementation.

Students will consult, support, challenge and interact with one another and the instructor through threaded discussions, chats, webcams using *Illuminate* on e-college and group projects.

Open Forum, which can be found under threaded discussions on e-college, is a tool which allows you to have side conversations with and seek help from your fellow colleagues. The students in my previous courses found this tool to be extremely helpful. It also serves as a method to share teaching and administrative job openings. As I hear of teaching and administrative job opportunities, I'll list them in this location and feel free to do the same.

Virtual office hours for the entire class will be scheduled every second and fourth Monday from 6:30 until 7:30 pm beginning on January 28th. Individual virtual office hours can also be arranged upon request.

PROFESSIONAL STANDARDS

ISLLC Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

COURSE OUTCOMES

- Course participants will be able to make recommendations regarding the design, implementation and evaluation of curriculum through collaborative, action research learning activities using technology.
- Course participants will be able to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- Course participants will be able to use technology to effectively and efficiently implement curriculum mapping for a secondary school or district.

COURSE EXPECTATIONS

- The course syllabus will be updated on a weekly basis (usually on Sunday evening) to provide more specific information based on the interests and questions of course participants. Please check the syllabus on a regular basis.
- All assignment due dates can be found on the Course Syllabus. Please try to follow these timelines to avoid falling behind in the course.
- Students should review and be familiar with the Rutgers Policy on Academic Integrity, which can be found on the Rutgers website <http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf>
Violations of academic integrity will be handled according to the procedures and guidelines outlined on the above website and could result in course failure and/or expulsion. Plagiarism, handing in or taking credit for someone else's work, work obtained on the internet, or work written from another professor's course are all reasons for failure in this course and dismissal from this university.
- Students are responsible for making sure that their e-mail address of choice is established in e-college and working directly with the Rutgers Technology Department to work out technical problems before class begins. If you wish to change your email associated with the University, please login to <https://personalinfo.rutgers.edu/> If you wish to change your email within e-college, please go to 'my profile' once logged in and update that field only, leaving the password fields blank. Select 'update with new values.' The e-college shell includes a technology help icon in the upper right hand corner to contact the help desk.

TEXT:

Ornstein, A.C. & Hunkins, F.P. (2013). ***Curriculum: Foundations, Principles, and Issues, Sixth Edition***. Upper Saddle River, NJ: Allyn & Bacon.
ISBN-10 0-13-267810-1, ISBN-13 978-0-13-267810-0

Students can order the on-line version of the text which is less expensive at:
http://www.coursesmart.com/IR/3226038/9780132693448?_hdv=6.8
ISBN-10 0-13-269344-5, ISBN-13 978-0-13-269344-8

OTHER READING/RESOURCES:

- Rubicon Atlas Curriculum Mapping Website (access will be provided free of charge through special arrangement by the professor)
URL: <http://rutgers.rubiconatlas.org> Default Password: excellent
- Jacobs, H.H. (1997) *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Alexandria, VA: ASCD.
ISBN 0-87120-286-7
- Jacobs, H.H. (2009) *The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development*. Alexandria, VA: ASCD.
ISBN 978-1-4166-0874-5
- Documents and websites will be added throughout the course and can be accessed in the course e-college document share.

COURSE SCHEDULE

Class session Week	Topics and Readings	Assignments
1/21	Ch. 1	<p>The Field</p> <ul style="list-style-type: none"> • Sign up for free access to Rubicon Atlas Curriculum Writing and Mapping Tool. Begin to explore and review instructions and demo videos while I get you set up for an account. <p>Video clip about Rubicon Atlas http://link.brightcove.com/services/player/bcpid1247065308001?bckey=AQ~~,AAABF1d-eXE~,xf2ph40YF-n6o7fz58mR73LqKHDqGGx8&bctid=1258710656001</p> <p>URL: http://rutgers.rubiconatlas.org Default Password: excellent</p> <p>Sign up for Smartbrief - a free, on-line curriculum newsletter https://www.smartbrief.com/ascd/index.jsp</p>
1/28 and 2/4	Ch.2-3	<p>Philosophical and Historical Foundations of Secondary Curriculum</p> <ul style="list-style-type: none"> • Virtual Office Hour (6:30-7:30) • Complete - Threaded Discussion 1 and respond to 2 colleagues • Review new NJDOE website on Model Curriculum http://www.state.nj.us/education/modelcurriculum/ and timeline for its implementation http://www.state.nj.us/education/modelcurriculum/deadlines.pdf

2/11	Ch. 4	<p>Psychological and Social Foundations of Secondary Curriculum</p> <ul style="list-style-type: none"> • www.corestandards.org national common core standards – review carefully. Especially, please note the sections on writing in Science and Social Studies. • The importance of dual enrollment opportunities in the secondary curriculum - ASSA Secondary Reform through College Access – Read document in document share • www.ascd.org (Association for the Supervision of Curriculum Development) – please watch the featured video on the Common Core Standards Update
2/18	Ch. 5	<ul style="list-style-type: none"> • Virtual Office Hour (6:30-7:30) • Complete Threaded Discussion 3 and respond to 2 colleagues
2/25	Ch. 6	<p>Secondary Curriculum Design and Development</p> <ul style="list-style-type: none"> • Interview project due – post on designated e-college thread as an attachment • Other mapping websites www.clihome.com/curriculummapper The Curriculum Mapper www.curricuplan.com Curriculum plan www.techpaths.com Performance Pathways www.schoolsoftwaregroup.com School Software Group • http://www.njpsa.org/ New Jersey Principals and Supervisors Association (you can view some conference videos on this website without being a member)
3/ 4	Ch. 7	<ul style="list-style-type: none"> • Virtual Office Hour (6:30-7:30) • Complete Threaded Discussion 4 and respond to 2 colleagues • http://www.state.nj.us/education/profdev/pd/teacher/ NJDOE website on developing a professional development plan • www.ibo.org International Baccalaureate Courses/Curriculum • http://www.collegeboard.com/student/testing/ap/about.html

		<p>Advanced Placement (AP) Courses/Curriculum</p> <ul style="list-style-type: none"> Review this webinar presentation on the new Common Core Standards (allow 1 hour to view) <p>http://www.njpsa.org/commoncorevideo.aspx</p>
3/11	Ch. 8	<p>Secondary Curriculum Implementation</p> <ul style="list-style-type: none"> http://parconline.org/ Partnership for Assessment of Readiness for College and Careers www.teachingchannel.org PD video clips http://illustrativemathematics.org www.achievethecore.org http://www.njascd.org/njascd/site/default.asp NJASCD (NJ Association for the Supervision of Curriculum Development) http://www.njascd.org/20911027164246590/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=55682 NJASCD's Curriculum portal www.edweek.org Education Week
3/ 18 and 3/25	Ch. 9	<ul style="list-style-type: none"> Virtual Office Hour (6:30-7:30) Respond to Threaded Discussion 5 and respond to 2 colleagues Dual / Concurrent Enrollment Programs – 21st Century College Readiness (useful information for the final project) NYTs article on dual/concurrent enrollment http://www.nytimes.com/2010/01/10/education/10bdualnj.html FDU http://view.fdu.edu/default.aspx?id=8834 Syracuse University http://supa.syr.edu/ Bergen Community College http://www.state.nj.us/highereducation/partnerships/byInstitution-All.pdf Seton Hall http://www.shu.edu/academics/artsci/project-acceleration/ Did You Know... (Version 6) Reflect on how this information impacts curriculum development on the secondary level. http://www.youtube.com/watch?v=XVQ1ULfQawk

4/1	Ch. 10	<p>Curriculum Evaluation</p> <p>http://www.sharemylesson.com/</p> <p>AFT teacher lesson plan exchange website</p> <ul style="list-style-type: none"> • http://apps.washingtonpost.com/local/highschoolchallenge/schools/2012/list/national/ The Washington Post national ranking of high schools • http://www.thedailybeast.com/newsweek/2012/05/20/our-report-card-on-the-1-000-that-make-the-grade.html Newsweek – America’s best high schools • http://njmonthly.com/articles/towns_and_schools/top-new-jersey-high-schools-2012-.html NJ Monthly – top NJ High Schools
4/8	Ch. 11	<p>International Secondary Education</p> <ul style="list-style-type: none"> • Virtual Office Hour (6:30-7:30) • Final Project groups will be assigned and posted • Complete Threaded Discussion 6 and respond to 2 colleagues
4/15		<ul style="list-style-type: none"> • Rubicon Atlas Curriculum Mapping Project is due.
4/22 and 4/29		<ul style="list-style-type: none"> • Virtual Office Hour (6:30-7:30) • Groups working on final group project using live chat and thread designated as Final Group Project
5/6		<ul style="list-style-type: none"> • Final Group Project Due and responses to two other groups’ presentations .
5/13		<ul style="list-style-type: none"> • Final Virtual Office Hour (6:30 – 7:30) • Individual Office Hours to conference and review projects and grades by arrangement

Assignment Submission Policy:

- The on-line academic week runs from Monday through Sunday .
- The course syllabus will be updated regularly and posted on the document share to provide more specific information based on questions submitted by students. Please check the syllabus on the document share regularly to obtain more

specific and updated information on assignments and projects. This is a work in progress so that I can further develop the readings, resources, and assignments to meet your needs and interests.

- All assignment due dates can be found in the Course Syllabus. Please follow those dates to stay on track.
- Course participants should review and be familiar with the Rutgers Policy on Academic Integrity, which can be found on the Rutgers website <http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf> Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.

Disability Accommodation Policy

Any student who believes that s/he may need an accommodation in this class due to a disability should contact Marie Pavelchak, Continuing Education and Global Programs Administrative Coordinator, at (732)-932-7496 X 8202 or marie.pavelchak@gse.rutgers.edu, in order to receive accommodations. Any student who has already received a letter of accommodation should contact the instructor at kregan@rci.rutgers.edu to discuss implementation of his/her accommodations.

Important Notice

Prior to accessing this online course(s) or course supplement, please be sure that you are registered, have a valid Rutgers NetID (network identifier), Password and Rutgers email account. The **Rutgers NetID** is the standard login credential for RutgersOnline, however, your initial password will be unique to RutgersOnline and will not necessarily be the same password that you use for a Rutgers email account (e.g. eden, pegasus, clam).

Confirmations of login and password are sent via email to your Rutgers default email address (*usually your Rutgers email account*). You should have received your Rutgers on-line login information by email shortly after you registered and paid for this course. For more information about Rutgers NetID, please visit: [Rutgers NetID](#) If you do not know your login or have questions concerning your login please email webmaster@ecompanion.rutgers.edu or call 732-932-4702.

Also, you can contact Marie Pavelchak at (732)-932-7496 ext 8202 or marie.pavelchak@gse.rutgers.edu to ensure that your current contact information is on record.

Assessment Structure:

Evaluation of your performance in this course is based on a point system. Each assignment has been given a point value. Rubrics that provide detailed feedback can be found in the e-college document share. It is possible for you to earn a total of 100 points for this course.

- Interview Project – 25 points of the grade
- On-line Threaded Discussions,- 6 discussions @ 5 points each for 30 total points of the grade. Review grading rubric in document share for specific expectations. Due on an on-going basis.
- Rubicon Atlas Curriculum Mapping – Map two units of a curriculum (feel free to use a curriculum that you are currently teaching or will be teaching in the future) – 20 points.
- Final Small Group Power Point project on a subject specific 5 year review proposal - 25 points

THREADED DISCUSSIONS – (30 points)

Students will participate in weekly electronic discussions based on the assigned readings. The topics are specified on each of six threaded discussion located on the course e-college. The threaded discussions will provide opportunities to share ideas, reflect, explain, give examples, problem solve, etc.

Students will respond to the designated threaded discussion topics between Tuesday and Friday. Also, respond to two colleagues' responses by the following Monday.

INTERVIEW ASSIGNMENT- (25 points due Feb. 25)

Interview a curriculum coordinator/supervisor/director and a Middle School or High School Principal for this project. Your purpose is to learn about the different leadership roles, responsibilities, and challenges in the curriculum process. This project will not be accepted for grading unless all parts of the project, as outlined on this sheet, have been completed.

You should ask questions related to the following:

- Their philosophy on developing, revising, implementing and evaluating curriculum
- Their experience and training in the area or curriculum
- Their curriculum approach/approaches (behavioral, managerial, systems, academic, humanistic, and/or reconceptualist)
- How do they solicit teacher, student, parent, and BOE buy-in for curriculum changes?
- What resources would they recommend to learn more about curriculum development and implementation?
- What impact will the new NJDOE Model Curriculum and PARCC have on curriculum development over the next 5 years?
- Does the district engage in cross curriculum mapping? What tool do they use to manage curriculum mapping (i.e. software or web-based tool)?
- What do they view as the greatest challenge/s in developing or managing curriculum?

You will submit this project as an attachment on the designated threaded discussion:

- Questions and responses should be concisely noted on a graphic organizer of your choice (chart, table, graph, visual organizers, lists, etc.); the key here is to organize the information succinctly. This portion of the project should not be written as a narrative paper; and
- A one page summary reflecting on what you have learned from the interviews, new ideas you might use, and information that surprised you (this is the section where I want to hear your voice).

Both parts, as outlined above, must be submitted to receive a grade.

CURRICULUM MAPPING PROJECT (20 points due April 15)

- You will have free access to the Rubicon Atlas website to complete this project.
- Register yourself during the first week on class to acquaint yourself with the product <http://rutgers.rubiconatlas.org> default password:
- You will need to review the user videos on the site in order to learn how to work with the product.
- Review the new NJDOE Model Curriculum and select a specific course to map (e.g. Algebra 1, Biology, AP World History, English 1, Middle School Integrated Science, etc.)
- Create and map 2 curriculum units on the Rubicon.
- Review the maps of two colleagues and send them comments using the notes tool on Rubicon.

FINAL PROJECT (25 points due May 6)

- You will work in teams of three and four for this assignment and create a name for your district. The presentation should not exceed 10 slides.
- You will use the chat room to meet virtually and post the final presentation as an attachment on the Final Project Thread on e-college.
- Review the example Science and Fine, Visual, Performing Arts 5 Year Review Presentations on the document share before you begin this project.
- Power Point Presentation to the Board of Education of a fictitious district (e.g. New Frankwick or Mendridge) at a public meeting to review the recommendations of a secondary committee on a particular subject area (e.g. - MS and HS Mathematics, HS Science, MS and HS LAL/English, MS and HS Health, etc.
- Each slide should include the initials of the students who contributed to the slide
- The presentation should include:
 - The name of the district, a description of how the committee was formed and the types of representation on the committee (teachers, students, parents, etc.)
 - A description of the action research and process involved which lead to the committee's recommendation.
 - Identified future challenges

- Include the impact of the NJDOE Model Curriculum, college access/dual enrollment and PARCC in the process
- Short and long term recommendations in the areas of curriculum, PD and instructional resources to implement over the next 3-5 years.
- Staffing, professional development, and Budget implications.

ASSESSMENTS AND GRADING

Activity	Weight Towards Final Grade
6 threaded discussions worth 5 points each- indiv.	30 points
Curriculum Mapping Project – individual	20 points
Interview Project – individual	25 points
Final Project – Group Power Point Presentation- see rubric in document share for details	25 points