

Curriculum Development in Middle and Junior High Schools – 15:310:510 Summer 2015: Online Course July 6, 2015 – August 12, 2015

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Mode of Instruction:	
<input type="checkbox"/> Lecture	<input type="checkbox"/> Hybrid
<input type="checkbox"/> Seminar	<input checked="" type="checkbox"/> Online

Learning goals

- 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)**
- Understand middle level curriculum & instruction as pertinent to middle and junior high schools

Course catalogue description

Analysis and evaluation of significant curriculum practices of the middle and junior high school with suggestions for new lines of development; consideration given to organizational patterns.

Statement regarding online course: This course is designed and delivered in an online 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: The eCollege suite is what we will use for this course – and we will use Elluminate for our online meeting workspace. This can be accessed through the course website (eCollege.rutgers.edu) – Live tab, and then click on Class Live, and join the session. These sessions are recorded and available for download at a later time. These sessions are live, that is the professor will lecture, and students will have the ability to go to class online. While these sessions are not required attendance, I strongly suggest students join our sessions, as I will cover class content and review important concepts. If you need assistance with technical requirements, I encourage you to reach out to the Rutgers IT folks in advance of the class.

Class materials/ Textbooks:

Books:

Burris, C.C. & Garrity, D.T. (2008). *Detracking for Excellence and Equality*. Alexandria, VA: ACSD.

Tienken, C.H. & Orlich, D. (2013). *The School Reform Landscape: Fraud, Myth and Lies*. New York, NY: Rowman & Littlefield.

Other 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.

Bullough, R.V. (2007). Professional learning communities and the Eight Year Study. *Educational Horizons*. 2(1), 168-180.

Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.

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.

Tienken, C.H. (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. (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 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.
- Beach, R.W. (Issues in analyzing alignment of language arts Common Core Standards with state standards. *Educational Researcher*. 40(4), 179-182.
- 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.
- Linn, R. (2003). Presidential address. Accountability: Responsibility and reasonable expectations. *Educational Researcher*. 32(7), 3-13.
- National Commission on Excellence in Education. (1983). *A nation at risk*. Washington, DC: U.S. Department of Education.
- 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.
- Rogers, E.M. (1962). *Diffusion of innovations*. New York: The Free Press.
- 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.
- 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.
- Tyler, R.W. (1949; 1969). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.
- U.S. Department of Education. (1991). *America 2000*. Washington, DC: USDOE.

State or Professional Organization Standards:

Standards addressed in this course as codified pursuant to 6A:9-3.4: Professional standards for school leaders in New Jersey

Standard(s): 1, 2, 3, 4, 5, & 6

Grading and Activities:

Final paper (Curriculum Project)	–	40 points possible
Blogs and Responses		10 points possible
Journal Entries		50 points possible

Students will be expected to:

- 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
- Submit all work on time - There is not a mechanism available for handing in assignments late. Late assignments penalized at least 20% for being late
- Provide maximum effort in the course
- Understand and synthesize literature, class lectures, and other information to understand curriculum as it relates to the middle-level and beyond

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

Disclaimer: Most policy in public education towards curriculum is not based on any evidenced-based research (e.g., Common Core Standards, NJCCCS, PARCC, NJASK, GEPA, HSPA) and caution should always be used when referring to these artifacts when guiding educational policy. However, all of this course's content is evidence based.
All Readings and Assignments Due as Noted Below

Coursework:

July 6, 2015 – July 12, 2015

Introduction and Basics of Curriculum Development and Design I

Topics Covered:

Basics of Curriculum & Instruction; Historical perspective of curriculum; Defining Curriculum; Curriculum Philosophies; Bases of Curriculum; A systems perspective of curriculum, instruction & assessment

Procedures/Tasks/Assignments for the Week

*An online lesson will be posted by July 12, 2015 that serves as an overview of the bases of the coursework and content

Readings for Week Due

- Cardinal Principles of Secondary Education (CPSE – Online Document on eCollege)
- Adventure in Education: Eight Year Study (Pages 1-86)
- Wraga (2001)
- Tramaglini (2010)
- O'Connell (2011)

Assignments/Tasks Due

Journal Entry #1 – Approximately 400 – 700 words, well written.

What is your philosophy of curriculum & instruction? In a well-written journal entry (journal entry section of e-College), describe your philosophy of curriculum? That is, if you become a person with the job of leading or mitigating curriculum (principal, director of curriculum, supervisor, etc.), what would you want the curriculum (the program, the individual parts of that curriculum, and the delivery of the curriculum) to be like?

Blog Assignment #1 – 400 – 700 words, well written

Write a blog entry with your perspectives of at least three nuggets that you were able to walk away from the CPSE, Wraga, O'Donnell, and Tramaglini readings? To end the blog, please add what you believe the goal of education is or should be, in light of reading these articles.

July 13, 2015 – July 20, 2015

Introduction and Basics of Curriculum Development and Design II

Topics Covered:

The Curriculum Paradigm; Eight Year Study; Middle School and Junior High Schools; A case for personalization and customization

Procedures/Tasks/Assignments for the Week

Live session

Wednesday July 15th, 2015 – 2:30 PM – 3:30 PM – Live Class Session (via eCollege/Elluminate)

Readings for Week

- Adventure in Education: Eight Year Study (Pages 87-End)
- Tyler, R.W. (1971). Curriculum development in the twenties and thirties
- Tienken & Orlich (2013) (Chapter 1)
- Tanner (1999)
- Wang, Haertel & Walberg (1993)

Assignments/Tasks Due

Journal Entry #2 - Approximately 500 – 750 words, well written.

The Eight Year Study is considered one of the most important studies in the history of American Public Education. Given the emphasis of accountability and high-stakes assessments of the 21st century, if there were three ideas that middle level educators who were in charge of the curriculum could take a help frame in their schools, what would they be? What do you think are the most salient lessons learned from the EYS?

Blog Assignment #2 - Blog Responses to first Blog

Choose at least three Blog Entries from last week's Blog Entry Assignment and respond to the entries – you may choose to extend the writer's work, make a critique or analyze the entry - **(200 words each blog response minimum)** - Blog responses should be positive and use evidence to support your feedback.

July 20, 2015 – July 26, 2015

The Macro Curriculum

Topics Covered:

Macro Curriculum and Curriculum Policy; Standards; Assessment; Current Issues in curriculum, specific to the middle level; Who controls the work that teachers do, and the learning that kids encounter? What school leaders can do to ensure that learning is the best for each student. Organizational Theory and Curriculum Development; The middle school as the curricular professional learning community (PLC)

Live

Tuesday July 21st, 2015 – 2:30 PM – 3:30 PM – Live Class Session (via eCollege/Elluminate)

Readings for Week

- Tienken & Orlich (2013) (Chapter 3-7, & 9)
- Tienken (2009, 3-9)
- Zhao (2009, 46-54)

Assignments/Tasks Due

Journal Entry #3 - Approximately 500 – 750 words, well written.

After reading the content for this week, what should the typical curriculum leader do at the middle level to ensure that students have the best opportunity to be in the driver's seat when they graduate high school? Choose any two themes from the reading, and make some specific recommendations of ways that curriculum can benefit the students given current educational policy.

July 27, 2015 – August 2, 2015

Micro-Curriculum I

Topics Covered:

Curriculum Design & Development; Process and Programming; Proximal Curriculum Development and Design; Differentiation, Customization, Personalization, Assessment Systems

Live

Monday July 27th, 2015 – 2:30 PM – 3:30 PM – Live Class Session (via eCollege/Elluminate) - Final Examination Overview

Readings for Week

- Burris & Garrity (2008)
- Maslow (1943)
- McGregor (1959)
- Bullough (2007)

Artifacts to Review

- Bloom's Taxonomy (1956)
- Revision of Bloom's Taxonomy (2001)
- Instrument for Curriculum Quality (IQR) (Tramaglini & Tienken, 2011)

August 3, 2015 – August 9, 2015

Micro-Curriculum II

Topics Covered:

Curriculum Design & Development; Process and Programming; Proximal Curriculum Development and Design; Differentiation, Customization, Personalization, Assessment Systems

Readings for Week

- None Assigned

Assignments/Tasks Due

Journal Entry #4 - Approximately 500 – 700 words, well written.

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 your journal entry around 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?

Journal Entry #5 - Approximately 400 – 600 words, well written.

Context: You are the new middle level principal at Jones Middle School. The Common Core Standards for Math have been rolled out and were supposed to be implemented in 2012 but still are not in place. Most students are in courses below grade level because they are not on grade level with their reading skills. The former principal believed in a more restrictive environment for all kids, especially if they could not cut it with high-level curriculum. This has led to a severe achievement gap between kids from wealth and poverty and Hispanic and White students, as well as very high numbers of students in non-college and career ready courses.

How might you use some of the strategies of detracking to improve opportunity, access, equity and high-student achievement? Be specific.

August 10, 2015 – August 12, 2015

Final Paper Due – Curriculum Project Analysis of Curriculum Guide

Guidelines for final project:

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 Tramaglni & Tienken (2011) to analyze a curriculum document provided by Dr. Tramaglino. Analysis is to be completed on provided template on template. Final 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.**