

**Curriculum Development in the Secondary School
 15:310:505:90 - 3 Credits**

Fall 2017

Instructor: Dr. Kathleen Regan	Day & Time: On-line
Phone/text Number: 908-625-8637	Location: On-Line – e-college
Email: kathleen.regan@gse.rutgers.edu Twitter: @DrKathyR	Office Hours: On-Line
Mode of Instruction: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar </div> <div style="text-align: center;"> <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online </div> </div>	

COURSE GOALS AND OUTCOMES

Course participants will be able to:

- Make research based recommendations regarding the design, implementation and evaluation of district curricula through a collaborative process which garners the support of the entire school community.
- Effectively apply research- based processes, procedures, and digital tools for selecting and developing curricula and instructional materials/ resources.
- Plan for and integrate a professional development program/opportunities into the curriculum development process.
- Integrate the use of technology effectively and efficiently to develop and analyze curricula for a secondary school or district. An *Understanding by Design (UBD)* format and process will be utilized.

COURSE EXPECTATIONS

- The course syllabus will be updated and reposted in the syllabus section of Canvas (usually on Sunday evening) to provide more specific and updated information based on the interests and questions of course participants. Please check the posted syllabus on a weekly basis. All assignment due dates can be found on the course syllabus. Please try to follow these timelines to fully benefit from the collaborative assignments and to avoid falling behind in the course.
- Canvas student tutorials are available at <https://rutgers.instructure.com/courses/35> . Students are responsible for verifying that their e-mail address of choice is posted in Canvas 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 <http://personalinfo.rutgers.edu/> if you wish to change your email within Canvas, please go to 'my profile' once logged in and update that field only, leaving the password fields blank. Select 'update with new values.' The Canvas shell includes a technology help icon in the upper right hand corner to contact the help desk. Please contact David Schober at the Rutgers Technology Department for further assistance dschober@docs.rutgers.edu.

- 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 Rutgers Online; however, your initial password will be unique to Rutgers Online and will not necessarily be the same password that you use for a Rutgers email account.

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, David Schober from the Technology Dept. at dschober@docs.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.

Office Hours

Virtual office hours will be available to students on Tuesdays from 4:00 – 5:00 pm upon request (email or text request by Sunday afternoon) and ongoing on-line office hours will be available via the Open Forum Threaded Discussion. These collaborative office hours will help all students to benefit from each other's questions along with my responses to those questions.

Course Catalogue Description

Explores effective methodology and rationale for designing and constructing secondary curriculum, examining its congruence with applicable national/state professional standards, analyzing existing curriculum, and monitoring implementation of curriculum design and standards within instructional practice.

Class materials/ Textbooks:

- Ornstein, A.C. & Hunkins, F.P. (2017). ***Curriculum: Foundations, Principles, and Issues, 7th Edition***. Upper Saddle River, NJ: Allyn & Bacon. Print ISBN: 9780134060354, 0134060350 Students can order the on-line version of the text which is less expensive at: eText ISBN: 9780134058801, 0134058801
<https://www.vitalsource.com/referral?term=9780134058801>
- 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

Additional resources include:

- Wiggins, G. and McTighe, J. (2011) ***The Understand by Design Guide to Creating High-Quality Units***. Alexandria, VA: ASCD. ISBN 978-1-4166-1149-3
<https://books.google.com/books?id=N2EfKlyUN4QC&printsec=frontcover&dq=wiggins&hl=en&sa=X&ei=2wC8VKyhEsmTsQTEjYGABg&ved=0CC0Q6AEwAw#v=onepage&q=wiggins&f=false>

- 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
http://books.google.com/books?id=V90-egFVoEC&pg=PA23&source=gbs_toc_r&cad=3#v=twopage&q&f=false
- Crockett, L. Jukes, I. and Churches, A. (2011) *Literacy Is Not Enough: 21st Century Fluencies for the Digital Age*. Corwin Press. ISBN 978-1-4129-8780-6
<http://www.ebooks.com/1775379/literacy-is-not-enough/crockett-lee-jukes-ian-churches-andrew/>

Documents and websites will be added throughout the course and can be accessed in the course document share.

State or Professional Organization 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.

Education administration courses at Rutgers GSE are designed to further the following administrative certification standards detailed in New Jersey Administrative Code:

1. **General Leadership:**
New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - i. Leading a common vision of learning in the school community (elements of developing and implementing shared vision);
 - v. Leading with integrity and fairness.
2. **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.
3. **Management:**
New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - iii. Leading a safe and effective environment for learning.
4. **Context/Community:**
New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - iv. Leading the mobilization of resources, response to diverse needs, and collaboration with families and communities;
 - vi. Leading with a perspective of the larger political, social, economic and legal context.

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 Canvas ‘files’. It is possible for you to earn a total of 100 points for this course.

ASSESSMENTS AND GRADING

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

- Interview Project – 25 points
- On-line Threaded Discussions – participate in 6 threaded discussions @ a maximum of 5 points each for 30 total points of the grade. Please review the grading rubric in the document share for specific expectations and requirements. The discussions are due on an on-going basis as outlined in the schedule of assignments – 30 points.
- Rubicon Atlas Curriculum Mapping – Outline the units of study of an entire course and fully develop two of those units on Rubicon Atlas (feel free to use a curriculum that you are currently teaching or will be teaching in the future) –25 points.
- Final Small Group Google Slide project on a subject area specific, 5 year curriculum review proposal- 20 points

THREADED DISCUSSIONS – (30 points)

Students will participate in electronic discussions based on the assigned readings. The topics and questions are detailed on each of the six threaded discussions located on the course e-college shell. 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, students are expected to respond to two colleagues’ responses by the following Monday. The responses to colleagues should be well developed, respectful, and timely reflections. Please refer to the threaded discussion rubric available in the document share for grading details.

INTERVIEW ASSIGNMENT- (25 points due 9/30)

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 within the curriculum process. This project will not be accepted for grading unless all parts of the project, as outlined below, have been completed.

You should ask the interviewed administrator/supervisor questions related to the following:

- What is their philosophy on developing, revising, implementing and evaluating curriculum?
- What is their experience and training in the area of curriculum?
- What is their approach/approaches (behavioral, managerial, systems, academic, humanistic, and/or reconceptualist) to developing curriculum?
- How does the administrator/supervisor solicit teacher, student, parent, and Board of Education buy-in/support for curriculum changes?
- What resources would the administrator/supervisor recommend to learn more about curriculum development and implementation?
- What impact will the new standards and PARCC have on curriculum development over the next 5 years?
- Does the district engage in cross curriculum mapping? Which digital tool, if any, does the administrator/supervisor use to manage curriculum mapping (i.e. home grown software, google docs, or web-based tool)?
- What is the greatest challenge/s in developing or managing curriculum?

Please 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, are to be submitted to receive a grade.

CURRICULUM MAPPING PROJECT (25 points due 11/18)

- You will have free access to the Rubicon Atlas website to complete this project.
- Register yourself by the third week of class to acquaint yourself with the digital mapping tool <http://rutgers.rubiconatlas.org> default password: excellent
- You will need to review the user videos on the site in order to learn how to work

with the product.

- Review the NJSLs <http://www.state.nj.us/education/cccs/> etc. and select a specific course to map (e.g. Algebra 1, Biology, AP World History, English 1, Middle School Integrated Science, etc.)
- Identify and create a comprehensive curriculum for your school and fully map two units on the web-based Rubicon Atlas.
- Review the maps of two colleagues and send them comments using the Threaded Discussion designated for the Curriculum Mapping Project.

FINAL PROJECT (20 points due 12/20)

- You will work in assigned teams for this assignment and create a name for your district. The presentation should not exceed 10 slides.
- You will use the Canvas and/or Google tools (please include me in your group) to meet virtually and post the final presentation as an attachment on the 'Final Project' Discussion on Canvas.
- Review sample presentations from previous courses in 'Files'.
- 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 NJSLs <http://www.state.nj.us/education/cccs/>, college access/dual enrollment programs, PARCC, etc. 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, instructional resources, and budget implications.

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://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.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

Class session week/s	Readings	Topics and Assignments
9/4 and 9/11	Ch. 1	<p>The Field of Curriculum –</p> <ul style="list-style-type: none"> • Canvas – Go to the ‘Discussion’ tab and contribute to the first discussion <i>Building a Learning Community for this Course...Getting to Know You</i> by September 13th. • Order required text –Curriculum: Foundations, Principles and Issues (2017 hard copy edition or on-line version) • Sign up for Smartbrief - a free, on-line curriculum newsletter https://www.smartbrief.com/ascd/index.jsp • New Jersey Principals and Supervisors Association website (you can view some helpful conference videos on current issues on this website without becoming a member) http://www.njpsa.org/ • Become familiar with Education Week www.edweek.org (electronic newspaper on national issues in education) • The Principal’s Changing Role in Today’s Climate of Educational Reform (about 1 hour) http://www.youtube.com/watch?v=tRTKwxKwUsg • NJDOE monthly newsletter for teaching and learning -The Post http://www.state.nj.us/education/cccs/resources/educators/post • Understanding by Design- Grant Wiggins https://www.youtube.com/watch?v=4isSHf3SBuQ and https://www.youtube.com/watch?v=vqNODvvsqxM • The Hidden Curriculum www.youtube.com/watch?v=eY2hpAOJTRQ • Standards vs. Curriculum www.youtube.com/watch?v=ZLzzQK4bzVM

<p>9/18 and 9/25</p>	<p>Ch.2-3</p>	<p>Philosophical and Historical Foundations of Secondary Curriculum</p> <ul style="list-style-type: none"> • Complete - Canvas Discussion 2 by 9/22 and respond to 2 colleagues (refer to TD grading rubric in 'Files' before you begin this assignment). • Interview project due on 9/30 – post on designated e-college thread as an attachment • http://www.state.nj.us/education/cccs/ NJ Student Learning Standards website • Review NJDOE website on Model Curriculum http://www.state.nj.us/education/modelcurriculum/ • PARCC updates including practice test of the week http://parcc-assessment.org/ • http://www.p21.org/our-work/p21-framework • www.youtube.com/watch?v=3pVDGCuRWsQ 21st Century Skills and Career/Tech. Ed (CTE)
<p>10/2 & 10/9</p>	<p>Ch. 4</p>	<p>Psychological Foundations of Secondary Curriculum</p> <ul style="list-style-type: none"> • http://www.state.nj.us/education/cccs/ New NJ Student Learning Standards website • www.corestandards.org national common core standards – review carefully. Especially, please note the sections on writing in Science and Social Studies. • https://www.youtube.com/watch?v=Y_QarB_9P-A CCSSs in MS • https://www.youtube.com/watch?v=n5A3EQGg9C4 CCSSs in HS • http://www.ascd.org/research-a-topic/common-core-state-standards-resources.aspx ASCD's resources on the Common Core • The importance of dual enrollment opportunities in the secondary curriculum - ASSA Secondary Reform through College Access – Read document in document share • Please become familiar with the Association for Supervision and Curriculum Development (ASCD) www.ascd.org – please watch the featured video.

10/16	Ch. 5	<p>Social Foundations of Curriculum</p> <ul style="list-style-type: none"> • Complete Canvas Discussion 3 by 10/21 and respond to 2 colleagues • 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. <ul style="list-style-type: none"> ○ Video clip about Rubicon Atlas: http://rubicon.com/AtlasCurriculumMapping.php ○ To log in: ○ URL: http://rutgers.rubiconatlas.org ○ Default Password: excellent • Character Education http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/Mining-the-Values-in-the-Curriculum.aspx • The Homework Debate http://www.nea.org/tools/16938.htm • Language Arts Literacy http://www.ala.org/aasl/standards/best/websites • Special Education http://iris.peabody.vanderbilt.edu/iris-resource-locator/ (especially designed to support teachers who support students with special needs)
10/23 & 10/30	Ch. 6 and 7	<p>Secondary Curriculum Design and Development</p> <ul style="list-style-type: none"> • Complete Canvas Discussion 4 by 11/4 and respond to 2 colleagues • Other mapping websites <ul style="list-style-type: none"> ○ www.curricuplan.com Curriculum plan ○ http://curriculumdecisions.com/curriculum-mapping/overview ○ www.schoolsoftwaregroup.com School Software <p>Heidi Hayes Jacobs – What is Curriculum Mapping?</p> <p>Videos by Heidi Hayes Jacobs What is Curriculum Mapping The Four Phases of Curriculum Mapping Phase I Laying the Foundation Phase II Launching the Process Phase III Maintaining, Sustaining, and Integrating Phase IV Advanced Mapping Extracurricular Mapping </p> <ul style="list-style-type: none"> • Curriculum Mapping Templates • Template 1 Template 2 Template 3 Template 4

<p>11/6 and 11/13</p>	<p>Ch. 8</p>	<p>Curriculum Implementation</p> <ul style="list-style-type: none"> • Rubicon Atlas Curriculum Mapping Project is due on 11/18 • http://www.state.nj.us/education/profdev NJDOE website on developing a professional development plan mentoring and PD resources • http://www.collegeboard.com/student/testing/ap/about.html Advanced Placement (AP) Courses/Curriculum http://apcentral.collegeboard.com/home • International Baccalaureate Programs http://www.ibo.org/ • Dual / Concurrent Enrollment Programs – 21st Century College Readiness (useful information for the final project) NYT's 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/
<p>11/20</p>	<p>Ch. 9</p>	<p>Secondary Curriculum Evaluation</p> <ul style="list-style-type: none"> • Respond to Threaded Discussion 5 due 11/25 and respond to 2 colleagues • http://parcc-assessment.org/ Partnership for Assessment of Readiness for College and Careers • www.teachingchannel.org PD video clips • http://illustrativemathematics.org • www.achievethecore.org • https://phys.org/news/2014-08-readers-absorb-kindle.html Text vs. e-text • http://www.achieve.org/EQuIP Achieve rubrics for standards based units and lessons • http://www.p21.org/our-work/p21-framework 21st Century Skills • http://www.njascd.org/njascd/site/default.asp • http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx Giving Effective Feedback • Did You Know... Shift Happens (2016) Reflect on how this information impacts curriculum development on the secondary level. • https://www.youtube.com/watch?v=u06BXqWbGvA

11/27	Ch. 10	<p>Curriculum Evaluation</p> <ul style="list-style-type: none"> • Final Project groups will be assigned and announced • http://www.sharemylesson.com/ AFT teacher lesson plan exchange website • http://www.youtube.com/watch?v=x6vPEX7YrIE&feature=youtu.be video – NJPSA workshop on Preparing for PARCC • http://parcconline.org/parcc-assessment PARCC • http://sat.collegeboard.org/home SAT • http://www.actstudent.org/ ACT • http://www.collegeboard.com/student/testing/ap/about.html AP Testing • http://apps.washingtonpost.com/local/highschoolchallenge/schools/2016/list/national/ The Washington Post national ranking of high schools • http://www.newsweek.com/high-schools/americas-top-high-schools-2016 Newsweek – America’s best high schools
12/4	Ch. 11	<p>International Secondary Education</p> <ul style="list-style-type: none"> • TD 6 due and respond to two colleagues • Groups begin working on final projects • Finland Educational Initiatives • https://www.washingtonpost.com/news/answer-sheet/wp/2014/03/24/the-brainy-questions-on-finlands-only-high-stakes-standardized-test/ • http://www.nea.org/home/40991.htm • http://www.independent.co.uk/news/world/europe/finland-schools-subjects-are-out-and-topics-are-in-as-country-reforms-its-education-system-10123911.html • http://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/?no-ist • www.youtube.com/watch?v=Ctuo7ibEWZI • International Baccalaureate Programs http://www.ibo.org/
12/11		<ul style="list-style-type: none"> • Groups working on final project using Google Slides and posting final project on the discussion designated as Final Group Project
12/18		<ul style="list-style-type: none"> • Final group project due 12/20 and responses to two other groups’ presentations • Individual conferences by arrangement

Note: Information on HIB training required for administrative certification can be found in the document share. This is not a course requirement but rather a requirement you must complete to receive supervisor/principal certification.