

**Curriculum Development in the Secondary School**  
**15:310:505:90 - 3 Credits**  
**Fall 2018**

Instructor: Dr. Kathleen Regan	Day & Time: On-line
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Email: <a href="mailto:kathleen.regan@gse.rutgers.edu">kathleen.regan@gse.rutgers.edu</a> Twitter: @DrKathyR	Office Hours: On-Line
Mode of Instruction:	
<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar	<input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online

**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 “Files” section of Canvas (usually on Sunday evening) as necessary 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 and modules. 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](mailto: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](mailto:webmaster@ecompanion.rutgers.edu), David Schober from the Technology Dept. at [dschober@docs.rutgers.edu](mailto: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](mailto: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&h>

[l=en&sa=X&ei=2wC8VKyhEsmTsQTEjYGABg&ved=0CC0Q6AEwAw#v=onepage&q=wi  
ggins&f=false](#)

- Documents and websites will be added throughout the course and can be accessed on Canvas 'Modules' and 'Files'.

**State or Professional Organization Standards:**

This course is designed to align with the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders and specifically address the following Instructional Leadership Standards:

*Effective educational leaders:*

- Standard 1 - develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
- Standard 4 - develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being
- Standard 5 - cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- Standard 6 - develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- Standard 7 - foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- Standard 10 - act as agents of continuous improvement to promote *each* student's academic success and well-being.

**Assessment Structure:**

Evaluation of your performance in this course is based on a point system. Each assignment has been given a point value. Detailed rubrics will be included with each assignment module on Canvas. 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 – small group Google slide presentation on a curriculum related initiative	20 points

## **THREADED DISCUSSIONS – (30 points) Standards 1, 4, 7 and 10**

Students will participate in six (6) discussions. The topics and questions are detailed on each of the six digital discussions located on Canvas. The discussions will provide opportunities to share ideas, reflect, explain, give examples, problem solve, etc. on topics pertaining to the assigned readings. Students will respond to the designated 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 discussion rubric available within each discussion for more specific details.

## **INTERVIEW ASSIGNMENT- (25 points due 9/30) Standards 5, 6 and 7**

Course participants will interview a curriculum coordinator/supervisor/director and a Middle School or High School Principal for this project. The purpose of this assignment 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.

The interviewed administrator/supervisor should be asked the following questions:

- 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 NJSLs 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 under the designated assignment on Canvas:

- 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 11/11) Standards 4, 6 and 10**

- 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 and quick start document available on the site in order to learn how to work with the product. It is very user friendly.
- 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.).
- Suggestion – review other maps on Rubicon Atlas using the ‘browse’ tool before beginning the assignment.
- Identify and create a comprehensive curriculum for the course and fully develop two units on the web-based Rubicon Atlas map which you will be assigned.
- Review the maps of two colleagues in this course and send them comments using the email tool on Rubicon Atlas.

## **FINAL PROJECT (20 points due 12/12) Standards 1, 4, 5, 6, and 10**

- You will work in assigned teams for this assignment and create a name for your district. The presentation should not exceed 10-12 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  9/10	Ch. 1	<p><b>The Field of Curriculum –</b></p> <ul style="list-style-type: none"> <li>• <i>Canvas – Go to the ‘Discussion’ tab and contribute to the first discussion <b>Building a Learning Community for this Course...Getting to Know You</b> by September 16<sup>th</sup>.</i></li> <li>• Order required text –<b>Curriculum: Foundations, Principles and Issues</b> (2017 hard copy edition or on-line version)</li> <li>• Sign up for Smartbrief - a free, on-line curriculum newsletter <a href="https://www.smartbrief.com/ascd/index.jsp">https://www.smartbrief.com/ascd/index.jsp</a></li> <li>• New Jersey Principals and Supervisors Association website (you can view some helpful conference videos on current issues on this website without becoming a member) <a href="http://www.njpsa.org/">http://www.njpsa.org/</a></li> <li>• Become familiar with <b>Education Week</b> <a href="http://www.edweek.org">www.edweek.org</a> (electronic newspaper on national issues in education)</li> <li>• The Principal’s Changing Role in Today’s Climate of Educational Reform (about 1 hour) <a href="http://www.youtube.com/watch?v=tRTKwxKwUsg">http://www.youtube.com/watch?v=tRTKwxKwUsg</a></li> <li>• NJDOE monthly newsletter for teaching and learning -<b>The Post</b> <a href="http://www.state.nj.us/education/cccs/resources/educators/post">http://www.state.nj.us/education/cccs/resources/educators/post</a></li> <li>• Understanding by Design- Grant Wiggins <a href="https://www.youtube.com/watch?v=4isSHf3SBuQ">https://www.youtube.com/watch?v=4isSHf3SBuQ</a> and <a href="https://www.youtube.com/watch?v=vqNODvvsqxM">https://www.youtube.com/watch?v=vqNODvvsqxM</a></li> <li>• The Hidden Curriculum <a href="http://www.youtube.com/watch?v=eY2hpAOJTRQ">www.youtube.com/watch?v=eY2hpAOJTRQ</a></li> <li>• Standards vs. Curriculum <a href="http://www.youtube.com/watch?v=ZLzzQK4bzVM">www.youtube.com/watch?v=ZLzzQK4bzVM</a></li> </ul>

<p>9/17 and 9/24</p>	<p>Ch.2-3</p>	<p><b>Philosophical and Historical Foundations of Secondary Curriculum</b></p> <ul style="list-style-type: none"> <li>• Complete - <b>Canvas Discussion 2 by 9/22</b> and respond to 2 colleagues (grading rubric is include in assignment module).</li> <li>• <b>Interview project due on 9/30</b> – post on designated e-college thread as an attachment</li> <li>• <a href="http://www.state.nj.us/education/cccs/">http://www.state.nj.us/education/cccs/</a> NJ Student Learning Standards website</li> <li>• Review NJDOE website on Model Curriculum <a href="http://www.state.nj.us/education/modelcurriculum/">http://www.state.nj.us/education/modelcurriculum/</a></li> <li>• PARCC updates including practice test of the week <a href="http://parcc-assessment.org/">http://parcc-assessment.org/</a></li> <li>• <a href="http://www.p21.org/our-work/p21-framework">http://www.p21.org/our-work/p21-framework</a></li> <li>• <a href="http://www.youtube.com/watch?v=3pVDGCuRWsQ">www.youtube.com/watch?v=3pVDGCuRWsQ</a> 21<sup>st</sup> Century Skills and Career/Tech. Ed (CTE)</li> </ul>
<p>10/1 &amp; 10/8</p>	<p>Ch. 4</p>	<p><b>Psychological Foundations of Secondary Curriculum</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.state.nj.us/education/cccs/">http://www.state.nj.us/education/cccs/</a> New NJ Student Learning Standards website</li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a> national common core standards – review carefully. Especially, please note the sections on writing in Science and Social Studies.</li> <li>• <a href="https://www.youtube.com/watch?v=Y_QarB_9P-A">https://www.youtube.com/watch?v=Y_QarB_9P-A</a> CCSSs in MS</li> <li>• <a href="https://www.youtube.com/watch?v=n5A3EQGg9C4">https://www.youtube.com/watch?v=n5A3EQGg9C4</a> CCSSs in HS</li> <li>• <a href="http://www.ascd.org/research-a-topic/common-core-state-standards-resources.aspx">http://www.ascd.org/research-a-topic/common-core-state-standards-resources.aspx</a> ASCD's resources on the Common Core</li> <li>• The importance of dual enrollment opportunities in the secondary curriculum - ASSA Secondary Reform through College Access – Read document in document share</li> <li>• Please become familiar with the Association for Supervision and Curriculum Development (ASCD) <a href="http://www.ascd.org">www.ascd.org</a> – please watch the featured video.</li> </ul>



10/15	Ch. 5	<p><b>Social Foundations of Curriculum</b></p> <ul style="list-style-type: none"> <li>• Complete <b>Canvas Discussion 3 by 10/20</b> and respond to 2 colleagues</li> <li>• 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"> <li>○ Video clip about Rubicon Atlas: <a href="http://rubicon.com/AtlasCurriculumMapping.php">http://rubicon.com/AtlasCurriculumMapping.php</a></li> <li>○ To log in:</li> <li>○ URL: <a href="http://rutgers.rubiconatlas.org">http://rutgers.rubiconatlas.org</a></li> <li>○ Default Password: excellent</li> </ul> </li> <li>• Character Education <a href="http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/Mining-the-Values-in-the-Curriculum.aspx">http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/Mining-the-Values-in-the-Curriculum.aspx</a></li> <li>• The Homework Debate <a href="http://www.nea.org/tools/16938.htm">http://www.nea.org/tools/16938.htm</a></li> <li>• Language Arts Literacy <a href="http://www.ala.org/aasl/standards/best/websites">http://www.ala.org/aasl/standards/best/websites</a></li> <li>• Special Education <a href="http://iris.peabody.vanderbilt.edu/iris-resource-locator/">http://iris.peabody.vanderbilt.edu/iris-resource-locator/</a> (especially designed to support teachers who support students with special needs)</li> </ul>
10/22 & 10/29	Ch. 6 and 7	<p><b>Secondary Curriculum Design and Development</b></p> <ul style="list-style-type: none"> <li>• Complete <b>Canvas Discussion 4 by 11/3</b> and respond to 2 colleagues</li> <li>• Other mapping websites             <ul style="list-style-type: none"> <li>• <a href="http://www.curricuplan.com">www.curricuplan.com</a> Curriculum plan</li> <li>• <a href="http://curriculumdecisions.com/curriculum-mapping/overview">http://curriculumdecisions.com/curriculum-mapping/overview</a></li> <li>• <a href="http://www.schoolsoftwaregroup.com">www.schoolsoftwaregroup.com</a> School Software</li> </ul> </li> </ul> <p>Heidi Hayes Jacobs – What is Curriculum Mapping? Videos by Heidi Hayes Jacobs   <a href="#">What is Curriculum Mapping</a>   <a href="#">The Four Phases of Curriculum Mapping</a>   <a href="#">Phase I Laying the Foundation</a>   <a href="#">Phase II Launching the Process</a>   <a href="#">Phase III Maintaining, Sustaining, and Integrating</a>   <a href="#">Phase IV Advanced Mapping</a>   <a href="#">Extracurricular Mapping</a>  </p> <ul style="list-style-type: none"> <li>• Curriculum Mapping Templates</li> <li>• <a href="#">Template 1</a>   <a href="#">Template 2</a>   <a href="#">Template 3</a>   <a href="#">Template 4</a></li> </ul>

<p>11/5 and 11/12</p>	<p>Ch. 8</p>	<p><b>Curriculum Implementation</b></p> <ul style="list-style-type: none"> <li>• <b>Rubicon Atlas Curriculum Mapping Project is due on 11/17</b></li> <li>• <a href="http://www.state.nj.us/education/profdev">http://www.state.nj.us/education/profdev</a> NJDOE website on developing a professional development plan mentoring and PD resources</li> <li>• <a href="http://www.collegeboard.com/student/testing/ap/about.html">http://www.collegeboard.com/student/testing/ap/about.html</a> Advanced Placement (AP) Courses/Curriculum <a href="http://apcentral.collegeboard.com/home">http://apcentral.collegeboard.com/home</a></li> <li>• International Baccalaureate Programs <a href="http://www.ibo.org/">http://www.ibo.org/</a></li> <li>• Dual / Concurrent Enrollment Programs – 21<sup>st</sup> Century College Readiness (useful information for the final project)</li> <li>• Study points – pros and cons for dual enrollment <a href="https://www.studypoint.com/ed/dual-enrollment/">https://www.studypoint.com/ed/dual-enrollment/</a></li> <li>• NYTs article on dual/concurrent enrollment <a href="http://www.nytimes.com/2010/01/10/education/10bdualnj.html">http://www.nytimes.com/2010/01/10/education/10bdualnj.html</a></li> <li>• FDU <a href="http://view.fdu.edu/default.aspx?id=8834">http://view.fdu.edu/default.aspx?id=8834</a></li> <li>• Syracuse University <a href="http://supa.syr.edu/">http://supa.syr.edu/</a> Bergen Community College <a href="http://www.state.nj.us/highereducation/partnerships/byInstitution-All.pdf">http://www.state.nj.us/highereducation/partnerships/byInstitution-All.pdf</a></li> <li>• Seton Hall <a href="http://www.shu.edu/academics/artsci/project-acceleration/">http://www.shu.edu/academics/artsci/project-acceleration/</a></li> </ul>
<p>11/19</p>	<p>Ch. 9</p>	<p><b>Secondary Curriculum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Respond to <b>Threaded Discussion 5 due 11/24</b> and respond to 2 colleagues</li> <li>• <a href="http://parcc-assessment.org/">http://parcc-assessment.org/</a> Partnership for Assessment of Readiness for College and Careers</li> <li>• <a href="http://www.teachingchannel.org">www.teachingchannel.org</a> PD video clips</li> <li>• <a href="http://illustrativemathematics.org">http://illustrativemathematics.org</a></li> <li>• <a href="http://www.achievethecore.org">www.achievethecore.org</a></li> <li>• <a href="https://phys.org/news/2014-08-readers-absorb-kindle.html">https://phys.org/news/2014-08-readers-absorb-kindle.html</a> Text vs. e-text</li> <li>• <a href="http://www.achieve.org/EQuIP">http://www.achieve.org/EQuIP</a> Achieve rubrics for standards based units and lessons</li> <li>• <a href="http://www.p21.org/our-work/p21-framework">http://www.p21.org/our-work/p21-framework</a> 21<sup>st</sup> Century Skills</li> <li>• <a href="http://www.njascd.org/njascd/site/default.asp">http://www.njascd.org/njascd/site/default.asp</a></li> <li>• <a href="http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx">http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx</a> <ul style="list-style-type: none"> <li>○ Giving Effective Feedback</li> </ul> </li> <li>• <b>Did You Know... Shift Happens</b> (2018 ) Reflect on how this information impacts curriculum development on the secondary level. <a href="https://www.youtube.com/watch?v=TwtS6Jy3lI8">https://www.youtube.com/watch?v=TwtS6Jy3lI8</a></li> </ul>

11/26	Ch. 10	<p><b>Curriculum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Final Project groups will be assigned and announced</li> <li>• <a href="http://www.sharemylesson.com/">http://www.sharemylesson.com/</a> AFT teacher lesson plan exchange website</li> <li>• <a href="http://www.youtube.com/watch?v=x6vPEX7YrIE&amp;feature=youtu.be">http://www.youtube.com/watch?v=x6vPEX7YrIE&amp;feature=youtu.be</a> video – NJPSA workshop on Preparing for PARCC</li> <li>• <a href="http://parcconline.org/parcc-assessment">http://parcconline.org/parcc-assessment</a> PARCC</li> <li>• <a href="http://sat.collegeboard.org/home">http://sat.collegeboard.org/home</a> SAT</li> <li>• <a href="http://www.actstudent.org/">http://www.actstudent.org/</a> ACT</li> <li>• <a href="http://www.collegeboard.com/student/testing/ap/about.html">http://www.collegeboard.com/student/testing/ap/about.html</a> AP Testing</li> <li>• <a href="https://www.washingtonpost.com/news/answer-sheet/wp/2018/05/10/what-you-dont-know-about-the-schools-at-the-top-of-u-s-news-2018-high-school-rankings/?utm_term=.1ec4fc9d4035">https://www.washingtonpost.com/news/answer-sheet/wp/2018/05/10/what-you-dont-know-about-the-schools-at-the-top-of-u-s-news-2018-high-school-rankings/?utm_term=.1ec4fc9d4035</a> The Washington Post national ranking of high schools</li> <li>• <a href="https://njmonthly.com/articles/towns-schools/education-2018-top-schools/">https://njmonthly.com/articles/towns-schools/education-2018-top-schools/</a></li> <li>• <a href="https://www.usnews.com/education/best-high-schools">https://www.usnews.com/education/best-high-schools</a> Newsweek – America’s best high schools</li> </ul>
12/3-14	Ch. 11	<p><b>International Secondary Education</b></p> <ul style="list-style-type: none"> <li>• TD 6 due and respond to two colleague</li> <li>• Final project presentations – Google slide and posting on Canvas – due 12/12</li> <li>• Finland Educational Initiatives</li> <li>• <a href="https://www.washingtonpost.com/news/answer-sheet/wp/2014/03/24/the-brainy-questions-on-finlands-only-high-stakes-standardized-test/">https://www.washingtonpost.com/news/answer-sheet/wp/2014/03/24/the-brainy-questions-on-finlands-only-high-stakes-standardized-test/</a></li> <li>• <a href="http://www.nea.org/home/40991.htm">http://www.nea.org/home/40991.htm</a></li> <li>• <a href="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.independent.co.uk/news/world/europe/finland-schools-subjects-are-out-and-topics-are-in-as-country-reforms-its-education-system-10123911.html</a></li> <li>• <a href="http://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/?no-ist">http://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/?no-ist</a></li> <li>• <a href="http://www.youtube.com/watch?v=Ctuo7ibEWZI">www.youtube.com/watch?v=Ctuo7ibEWZI</a></li> <li>• International Baccalaureate Programs <a href="http://www.ibo.org/">http://www.ibo.org/</a></li> </ul>

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.