

Spring 2018

Curriculum Development in the Elementary Schools

Course Number: 15.251.572:90 Section

3.0 Credits

Rutgers Online eCollege Asynchronous

Instructor Name Janice DeCicco Fipp, Ed.D.	Email address: jfipp@rci.rutgers.edu
Phone Number GSE Office: 848.932.7496 x11566	Online
Office Hours Via Email daily, and online question thread daily. Pretty much 24/7.	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Learning goals:

In this course, we will examine the historical impact of events and documents that continue to impact the elementary school curriculum development concepts as well as the events and documents that have impacted change. There will be an opportunity to research who the elementary school student is and what he or she needs to be successful academically and socially.

All contemporary issues in elementary school will be discussed and researched such as how to differentiate in our classrooms with so much diversity, how to implement the common core and how to teach reading and writing across the curriculum.

The learner will be able to:

Define and discuss curriculum and instruction.

Discuss the roles of the principal and curriculum leader and teachers and parents in curriculum development and curriculum application and assessment.

Discuss the purpose for the creation of curriculum infused with the Common Core.

Analyze models for curriculum development over the years.

Discuss very contemporary issues facing school leaders today in terms of curriculum and instruction in our elementary schools, such as the creation of curriculum for instruction to meet the needs of individual students.

Begin a habit of being well read in your professional area as an educational leader, by becoming a member of an association such as ASCD.

We will examine the characteristics of successful elementary schools and the research that supports the creation of these characteristics.

The assignments for this course will also take the participants through a process of investigation of research and practice past and present regarding elementary school curriculum.

Requirements:

1. Critical readings of text and of selected references and websites.
2. Class attendance and participation online.
3. Timely completion of assigned papers and assignments.

CLASS MATERIALS/TEXTBOOKS:

Texts: Please order immediately and purchase membership:

1. **Ralph Tyler, Basic Principles of Curriculum and Instruction. The University of Chicago Press. (You could even purchase an eBook from Amazon for \$8.16)**
2. **Membership to American Society of Curriculum Development (ASCD) online Basic Membership for \$39.00 for the year. Your district may have a premium membership, if so, as long as you have access online then you may use that.**

Additional readings and websites to access:

3. Internet Access to the NJ Department of Education Website to access the NJ Common Core Standards and the Core Curriculum Content Standards etc. as well as other websites as assigned.
4. Differentiation of Curriculum Creation to Level Assignments and Lessons. Websites that introduce you to Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences.
5. Websites that introduce you to curriculum development in alignment with the Charlotte Danielson Domains for Teacher Evaluation.
6. Department of Education website and PARCC website to gain information regarding the Partnership for Assessment of Readiness for College and Careers (PARCC)

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

LATE ASSIGNMENTS POLICY

All assignments are expected on time. Late assignments will receive a reduced grade, generally, a flat reduction in grade equivalent to 10% of the total possible assignment grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who **communicate early** regarding special problems completing assignments on time, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but **will not be supportive of last minute requests for extensions on assignment due dates.**

STUDENT CONDUCT and ACADEMIC HONESTY

The Rutgers University Code of Student Conduct can be accessed at:
<http://studentconduct.rutgers.edu/university-code-of-student-conduct>

For information on the Rutgers University academic integrity policy, please go to:
<http://studentconduct.rutgers.edu/academic-integrity>

Related policies and procedures may also be found in the Rutgers Graduate School of Education Catalog:

http://catalogs.rutgers.edu/generated/gse_current/pg32.html

For any and all assignments and class activities, **no copying of any kind is allowed**, unless copied text is placed within quotations and author/source is appropriately cited. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged and this will tend to result in lower grades (students need to express themselves using their own language). **Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND course.**

ACCOMMODATIONS FOR DISABILITIES

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 Grades:

GRADE	PERCENT	POINTS
A	93.00 ÷ 100.0 %	<p>Point totals will be converted to percentages.</p> <p>N.B. A grade of 86.99 earns a B, not a B+</p> <p>Any mid-course modification of course assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned.</p>
B+	87.00 ÷ 92.99 %	
B	80.00 ÷ 86.99 %	
C+	76.00 ÷ 79.99 %	
C	70.00 ÷ 75.99 %	
F	Under 70 %	

ASSIGNMENT/GRADING REQUIREMENTS: ADDITIONAL DETAILS

- Participation:** Students are required to participate in online class discussions for every session. There are also several required activities with products to submit (skill-building graphing, behavioral recording, and related activities) that are required in order to earn participation points for particular sessions. The instructor will post **3-4 discussion prompts for each session**. For **each** discussion prompt, each student is required to post an original contribution (about 4-6 sentences), and also at least one reply to another student's original posting or student's response to another student's original posting (also about 4-6 sentences) not to each prompt, but student to student response to one per session (a session is in essence, a week). These participation assignment posts are due by the Saturday evening 12 midnight of each week. **Students will be graded on the thoughtfulness, originality, and overall quality of their postings/replies to others** (see examples below of high and low quality postings). Students must post all of their comments for each session no later than the evening before the beginning of the next session, that means by Monday evening, 12 midnight for Peer Post (week), as listed in the syllabus reading assignments. Students are required to read all student postings.

EXAMPLE DISCUSSION PROMPT: Discuss what you see as potential promises and pitfalls associated with RTI.

EXAMPLE high-quality posting: I believe that RTI is not a panacea, but rather, an unproven approach to LD identification and prevention of early reading problems that may hold promise. Using early screening and intervention for emerging reading problems, avoiding a wait-to-fail approach, RTI can help change the learning trajectory for many early elementary students for the better. But to do this well would require a massive commitment of financial and human resources, professional development, staff buy-in, and administrative leadership in the schools. And the question remains, once a student receives remediation through multiple RTI tiers, and is subsequently referred, evaluated, and classified as having a learning disability, what types and intensities of academic services will

they receive, compared to those in the RTI tiers to which they were not fully responsive? We also need to consider the new roles for both general and special education teachers under an RTI approach and the data management systems necessary to help make it all work well.

EXAMPLE low-quality posting: I like what Robert said about RTI and I agree with most of his points. His response was very thoughtful. I mean, you can't expect schools and teachers to solve all of the world's problems—there really are limits. And what about the parents? What are their responsibilities to help kids learn to read early on? Everybody needs to work together under an RTI model to help kids succeed. (This is a lot of opinion and emotional response, but we need substance too.)

Assignments:

Mandatory Requirements for all assignments:

Papers will be double spaced in Word.

Please Follow This Directive: Please “**save as**”, every assignment, with your **last name and the name of the assignment**. **Every page of each assignment must contain your name and a page number**.

1. Annotated Bibliography: Identify one topic of interest within the realm of Curriculum Development in the Elementary School.

Receive approval from the course instructor to proceed.

A. Locate and read ten articles from professional journals on the topic chosen.

B. Identify one resource and then write a short synopsis.

C. Then list the second resource and do the same short synopsis of it and continue until you have identified each of the ten resources and have provided a synopsis of each.

D. Finally, create a summary of reactions to and reflections of all of the resources, this includes, but is not limited to your opinion. **Due last day of Week Eight. Ten Points. (March 9th)**

2. Ethnographic Study and Analysis of curriculum development and the instructional process of an elementary school:

Each participant will prepare a study of an elementary school for which he or she is familiar or will become familiar. The process will include:

a) brief description of the school; b) a description of the process of curriculum development, implementation, c) professional development, and d) evaluation of curriculum; e) a description of how the core curriculum content standards are implemented in the curriculum; f) a discussion of what curriculum delivery looks like within the classrooms in terms of implementation, g) types of assessment used in classrooms and h) recommendations for improving any aspect of the above

Due last day of Week Thirteen. Ten Points. (April 23rd)

3. Philosophies of Education

Find an article that discusses the following four philosophies of education and create a graphic that allows you to show the similarities and the differences of the four philosophies of education introduced: social re-constructivism, perennialism, progressivism and essentialism.

Cite the article or articles read.

PART TWO: Explain why essentialism and progressivism are deemed to have special significance for our schools. **Due last day of Week Nine. (March 26th) 10 points**

4) Weekly Assignments

Weekly assignments will take the participant into the materials and apply the concepts in discussions, case studies, and in the creation of short answers to questions and problems posed.

Assignments will be posted on Tuesday of each week, beginning week two, and they will be due between Saturday, by midnight. Sunday and Monday of that same week (or prior) are to be used to post responses to other participants' postings. This is how we interact.

You are to comment on one or more posts of others no later than Mondays at midnight of each week.

Questions of the week or assignments for the week are due Saturday to give everyone an opportunity to interact with other participants by reading posts placed in our classroom by each of you and responding to them as part of the weekly assignment.

Weekly Assignments will be worth Five Points Per Week for a total of 70 possible points. Larger assignments in this syllabus are due on Mondays.

Absence From the Online Classroom for One Week or More

The nature of this online course requires that students participate actively as described. Absence from participation for one week will be deemed excessive and will result in a deduction of 10 points from the final grade. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from the online classroom environment. The instructor reserves the right to request documentation supporting reasons for absence.

Assignment Submission Policy

*No grades will be curved and no extra credit will be given.

*Late assignments will be accepted only with advance permission from the instructor. *Late assignments will have 2% of the total worth deducted for each day late.

*Students must review and be familiar with the Policy on Academic Integrity for Rutgers University. Violations of that policy will be handled according to the policy and procedures outlined in the catalogue. Breach of this policy will result in course failure and the possibility of expulsion. Plagiarism, turning in someone else's work, work obtained through the internet, or work written for another course are all reasons for failure of this course and possible dismissal from the University.

Terminology and Online Etiquette

The language to be used in regard to students with disabilities has changed over the years. We are at a point in time where we understand that the discussion should refer to students with disabilities as the Individuals With Disabilities Education Act demonstrates by using “people first language”. Therefore, we will use the terminology used in the law as prepositional constructions such as, “students with learning disabilities” or “students with Down Syndrome” as opposed to the adjectival constructions used in the past, such as ”retarded students”. See the APA manual for more person-first terminology.

In addition, the challenge in an online environment is to communicate in a professional manner without demonstrating negative feelings in one’s writing toward others. That is achieved by proofreading whatever is written before posting it, by not attacking someone else’s opinion or statement with the use of negative vocabulary or offensive choice of words or tone. In addition, one’s “type” can also be construed as emotional when bold type or exclamations are used. We must be open to diversity of thinking. Be very careful to think of the courtesy needed in this environment, prior to posting any comments in writing.

Format for Assignments

All assignments must be typed, double spaced and neat. Edit your work carefully before submitting it. Grammar, spelling and sentence and paragraph structure as well as APA format are all part of the grading process. Please use 12 point font in a traditional/ professional font such as Times Roman. All assignments must be completed using APA format (5th Edition). This includes participation posts.

The number of pages recommended for an assignment does not include the paper’s title page nor its references or attachment.

See the requirements regarding posting all assignments in **Word and “saving the documents as” Participant Last Name and Assignment Name, as discussed earlier in this syllabus.** This is the only way I can collect numerous documents and categorize them if they are saved with your last name and the name of the assignment. In addition, each page must have your last name and page number on it.

Course Schedule

Session One – January 16

Order the Tyler book and be sure to get a basic membership to ASCD.

Review the NJ Department of Education Website. Find the NJ Common Core Standards in ELA and Mathematics and the Core Curriculum Content Standards and the Frameworks for each of the remaining subject areas.

Review the new eCollege site.

Session Two – January 23

Research using Rutgers Library online: Identify One Item You See As A Very Urgent Issue To Be Discussed In Educational Arenas Regarding Curriculum and Instruction.

Identify the Issue and Identify **Two Articles Regarding the Issue**. I want you to get comfortable using the Rutgers Library online. Read The Articles and By Saturday at Midnight, post two paragraphs.

One paragraph introduces the issue and why you believe it is an urgent issue to be discussed.

The second paragraph will discuss aspects of the issue discussed within the two articles you read.

Thirdly, List out citations of the two articles you read.

Introduction to Common Core

Read assigned article provided in classroom

Session Three – January 30

Read Introduction and first half of Chapter One from Tyler's book. Pages 1 to 32

Session Four – February 6

Read second half of chapter one of Tyler's book, pages 33 to 62.

Session Five – February 13

Differentiation Why and How: Using Bloom's and Gardner's Models

Read pages 63 to 82, Chapter Two of Tyler's book

Session Six – February 20

Read pages 83 to 103 in Tyler's book, Chapter 3.

More on Bloom and Gardner and Differentiation

Session Seven – February 27

Read Chapter 4 of Tyler's book, pages 104 to 125.

Teacher Evaluation Models

Session Eight – March 6

Annotated Bibliography is due on March 9

Read Chapter Five of Tyler’s book, pages 126 to End.

SPRING BREAK March 10th through March 18th Per Rutgers University

Session Nine – March 20 (March 19th)

Philosophies of Education Comparison of Strengths and Weaknesses is Due March 26

Discussion of philosophies of Education

Session Ten – March 27

Discussion of PARCC and all that surrounds it.

Session 11 – April 3th

Discuss the Daniels Domain Three Requirement for Discussions in the Classroom

Identify two articles and two video clips on how to teach students to discuss content.

Session 12 – April 10

Curriculum Articulation and Common Core in English Language Arts and

Readers and Writers Workshop Research both and find two articles on each.

Session 13– April 17

Contemporary Issues Facing Curriculum Leaders

Ethnographic Study Due April 23rd. Last day of Week 13.

Session 14–April 24

Curriculum in the Elementary School Articulation to the Middle and High School

Session 15- May 1

Teachers' Role Regarding The Curriculum
