

Rutgers, The State University of New Jersey
Graduate School of Education
Curriculum & Instruction - 15:310:500
Summer 2018 - May 29-July 6, 2018

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Course Description

This course focuses on practitioners' needs and will integrate theory, research, and practical ideas to provide participants with a holistic view of the educational leader's role overseeing curriculum and instruction in a school district. Specifically, we will examine the roles and responsibilities of a supervisor as they apply to the development of curricula and the promotion of effective instruction in pre-K - 12 schools.

Texts

Dewey, J. (1997). *Experience and education*. New York: Free Press. (Amazon - \$8.98 new)

Edgar, A.H. (2009). *The history of curriculum in American schools: From the Pilgrims to the present*. New York: Authorhouse. (Amazon - \$10.49 new)

Archived and current articles from *Educational Leadership* will be utilized via online access granted to student members of ASCD. Class participants are expected to join ASCD for this purpose. Student membership information can be obtained at <http://www.ascd.org/membership/student.aspx>. (\$29.00)

Course Schedule

The course is divided into six modules - one per week. The week is defined as beginning each Monday at 12:00am (EST) and ending Sunday at 11:59pm (EST). The start/end dates are adjusted in Module 1 and 6 due to Rutgers University semester date rules.

Part I: The Evolution of Curriculum Development and Instructional Alignment

May 29-June 3

- Introductions
- Traditional vs. Progressive Education in Dewey's Time
- Underpinnings of the Modern Progressive Education Movement
- Traditional vs. Progressive Education in Our Time

Professional Standards for Educational Leaders: 1.b, 4.a-g, 5.d, f, 7.b-c, f-h, 8.f, 10.c-g, j
Educational Administration Certification Standards: 6A:9-12.5 (a) 2:i

Readings due June 3:

Dewey's *Experience and Education*, Chapters 1-4

Egan, K. (2008). Learning in depth. *Educational Leadership*, 66, (3), 58-63.

<http://www.ascd.org/publications/educational-leadership/nov08/vol66/num03/Learning-in-Depth.aspx>

Hirsch, E.D. (2001). Seeking breadth and depth in the curriculum. *Educational Leadership*, 59, (2), 22-25.

<http://www.ascd.org/publications/educational-leadership/oct01/vol59/num02/Seeking-Breadth-and-Depth-in-the-Curriculum.aspx>

Nelson, G.D. (2001). Choosing content that's worth knowing. *Educational Leadership*, 59 (2), 12-16.

<http://www.ascd.org/publications/educational-leadership/oct01/vol59/num02/Choosing-Content-That's-Worth-Knowing.aspx>

Tasks due June 3

- Introduce yourself
- Canvas discussion (graded)

June 4-10

- Vygotsky's idea of the "zone of proximal development" (introduction to constructivism)
- The influence of Dewey on curriculum development and instructional practice
- The evolution of curricular thought - an overview of curriculum history
- Introduction to Demonstration Task

Professional Standards for Educational Leaders: 1.b, 4.a-g, 5.d, f, 7.b-c, f-h, 8.f, 10.c-g, j

Educational Administration Certification Standards: 6A: 9-12.5 (a) 2:i, vi

Readings due June 10:

Dewey's *Experience and Education*, chapters 5-8

Edgar's *The History of Curriculum in American Schools*, pages 1-55

O'Neil, J. (1995). On lasting school reform: A conversation with Ted Sizer. *School Reform: Educational Leadership*, 52 (5), 4-9. (Available in Canvas module)

Tasks due June 10:

- Watch the three video lectures
- Review the overview of the demonstration task
- Canvas discussion (graded)

June 11-17

- Alignment of curriculum and instruction

Professional Standards for Educational Leaders: 1.b, 4.a-g, 5.d, f, 7.b-c, f-h, 8.f, 10.c-g, j

Educational Administration Certification Standards: 6A: 9-12.5 (a) 2:i

Readings due June 17:

Tomlinson, C.A. (2000). Reconcilable differences? Standards-based teaching and differentiation. *Educational Leadership*, 58 (1), 6-11.

http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/Reconcilable_Differences_%C2%A2_Standards-Based_Teaching_and_Differentiation.aspx

Wiggins, G. & McTighe, J. (2008). Put understanding first. *Educational Leadership*, 65 (8), 36-41.

<http://www.ascd.org/publications/educational-leadership/may08/vol65/num08/Put-Understanding-First.aspx>

Tasks due June 17:

- Use the MILE Guide Self-Assessment Tool
- Watch the TED Talk (in Canvas)
- Canvas discussion (graded)
- Complete Part I paper (graded)

Part II: Current Approaches to Curriculum Development and Instructional Alignment

June 18-24

- The “Five-Step Model for Developing Curricula” Part I

Professional Standards for Educational Leaders: 1.b, 4.a-g, 5.d, f, 7.b-c, f-h, 8.f, 10.c-g, j

Educational Administration Certification Standards: 6A: 9-12.5 (a) 2:i, iv, vi

Readings due June 24

Daniels, H. & Zemelman, S. (2003-2004). Out with textbooks, in with learning. *Educational Leadership*, 61 (4), 36-40.

<http://www.ascd.org/publications/educational-leadership/dec03/vol61/num04/Out-With-Textbooks.-In-With-Learning.aspx>

Taylor, S. (unpublished). *A protocol for developing meaningful curricula: Five steps that engage teachers in collaborative program vision building*. Available in Canvas

Tasks due June 24:

- Watch video lectures
- Canvas discussion participation

June 25-July 1

- The “Five-Step Model for Developing Curricula” Part II

Professional Standards for Educational Leaders: 1.b, 4.a-g, 5.d, f, 7.b-c, f-h, 8.f, 10.c-g, j

Educational Administration Certification Standards: 6A: 9-12.5 (a) 2:i, iv, vi

Readings due July 1:

Beyer, B.K. (1988). Developing a scope and sequence for thinking skills instruction. *Educational Leadership*, 45 (7), 26-30. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198804_beyer.pdf

David, J.L. (2008). What research says about pacing guides. *Educational Leadership*, 66 (2), 87-88.

<http://www.ascd.org/publications/educational-leadership/oct08/vol66/num02/Pacing-Guides.aspx>

Wiggins, G. & McTighe, J. (2008). Put understanding first. *Educational Leadership*, 65 (8), 36-41. (Available in Canvas module)

Tasks due July 1:

- Canvas discussion participation
- Complete demonstration task

July 2-July 6

- Integrating curriculum development and instructional goals and initiatives
- Strategic planning

Professional Standards for Educational Leaders: 1.b, 4.a-g, 5.d, f, 7.b-c, f-h, 8.f, 10.c-g, j
Educational Administration Certification Standards: 6A: 9-12.5 (a) 2:i, ii, v, vi

Readings due July 6:

Grove, K.F. (2002). The invisible role of the central office. *Educational Leadership*, 59 (8), 45-47.

<http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/The-Invisible-Role-of-the-Central-Office.aspx>

Heller, D.A. (2002). The power of gentleness. *Educational Leadership*, 59 (8), 76-79.

<http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/The-Power-of-Gentleness.aspx>

Tasks due July 6:

- Complete supervision of curriculum development project

*Please note that this schedule and other aspects of the course and syllabus are tentative and subject to change at the discretion of the instructor.

Contact

During our course, there are three ways to contact me:

1. Post a public thread in the “water cooler” discussion thread in Canvas.
 - a. This should be used for general questions that someone else in the class might benefit from knowing about.
2. Reach out to me by email (matthew.mingle@gmail.com).
 - a. This should be used for anything personal or individual in nature.
3. Schedule an individual conference.
 - a. This is an option for a phone conversation or video conference. Please email a request to get this started.

General Reminders

If you have general questions regarding the syllabus, similar to those that would be asked at the beginning of a face-to-face class, please post them to the “Water Cooler” thread. Check this thread frequently to see if any topics come up that might assist you.

This is an asynchronous, accelerated, online course. As such, your full participation in the online realm (Canvas) is essential. It is important that you log into Canvas frequently to read and participate in discussions.

You are responsible for staying on top of your assignments. Should you encounter any difficulty with Canvas, immediately reach out to the student helpdesk or to me for assistance.

Technical assistance for our course can be accessed by calling the Canvas Helpdesk at 877-778-8437 or the Rutgers Help Line at 877-361-1134. You can also contact the Canvas Helpdesk by chat through the “help” tab within our course.

Student Responsibilities

Successful learning in an online course environment requires all participants to adhere to a common set of behavioral expectations, just like in a traditional classroom. For this course, we will follow the “Core Rules of Netiquette” as defined at <http://www.albion.com/netiquette>:

- Rule 1. Remember the human.
- Rule 2. Adhere to the same standards of behavior online that you follow in real life.
- Rule 3. Know where you are in cyberspace.
- Rule 4. Respect other people’s time and bandwidth.
- Rule 5. Make yourself look good online.
- Rule 6. Share expert knowledge.
- Rule 7. Help keep flame wars under control.
- Rule 8. Respect other people’s privacy.
- Rule 9. Don’t abuse your power.
- Rule 10. Be forgiving of other people’s mistakes.

Submit assignments on time. Assignments will not be accepted after designated due dates unless arrangements are made one week before the assignment due date. In the interests of fairness to all students, extensions may be granted only in exceptional circumstances.

Online Participation

The online postings throughout the course will be used as assessments. Specifically, the objective of online postings in this course is for you to develop conclusions, provide examples related to the topic, challenge or support ideas of your fellow students, and connect concepts from module to module. It also provides a forum to ask questions and engage in relevant dialogue related to course readings. Postings are not meant to be research papers with citations. Individual posts should be brief (less than 500 words) thoughts that give everyone something to ponder, discuss, or debate.

Each student will be expected to post a minimum of one original contribution and two extensions of another’s idea to each assigned discussion topic.

The original contribution is due no later than 11:59pm on the Wednesday of each week. The extensions of others’ ideas are due no later than 11:59pm on the Sunday of each week.

Assessment Criteria

Grading will be framed by the three major components of this class: online participation, class assignments, and the demonstration project.

Grades will be assigned on a point basis. Class participants can track their grades by accessing the Grades portal in Canvas. Instructor feedback will be provided via embedded comments.

Graded Work	Combined Point Value
Online Discussion Participation (5 points per module)	30 points
Part I Paper	10 points
Demonstration Task	30 points

Curriculum Development Project	30 points
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Online Discussion Participation Grading Rubric				
1	2	3	4	5
Minimum requirements not met	Original contributions and extensions of others' ideas do not contribute to the dialogue effectively.	Original contributions and extensions of others' ideas contribute to the dialogue with some connection to readings and class assignments.	Original contributions and extensions of others' ideas offer accurate commentary that connects readings and class assignments to the discussion.	Original contributions and extensions of others' ideas offer uniquely insightful commentary that connects readings and class assignments to the discussion.

Part I Paper Rubric			
Category	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Content	0-4 points Fails to connect ideas contained in readings and other materials to local context	5-6 points Connects ideas contained in readings and other materials to local context	7-8 points Extends ideas contained in readings and other course materials to make insightful connections to local context
	0 points Contains errors that detract from meaning	1 point Contains minor errors that do not detract from meaning	2 points Error Free
Spelling and Grammar	0 points Contains errors that detract from meaning	1 point Contains minor errors that do not detract from meaning	2 points Error Free

Demonstration Task
See file in Canvas for university-required rubric.

Curriculum Development Scoring Rubric			
Category	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Mastery Skills List	0-1 points Skills are <u>broad and not relevant</u> to the identified content area and grade	2-3 points Skills listed are <u>broad and somewhat relevant</u> to the identified content	4 points Skills listed are <u>specific and relevant</u> to the identified content area

	level. There are <u>one to three</u> skills listed. Skills <u>do not</u> reflect the New Jersey Student Learning Standards.	area and grade level. There are <u>few</u> skills listed. Skills <u>partially</u> reflect the New Jersey Student Learning Standards.	and grade level. There are <u>multiple</u> skills listed. Skills <u>fully</u> reflect the New Jersey Student Learning Standards.
Program Scope and Sequence Chart	0-4 points	5-9 points	10-13 points
	Charts are <u>poorly</u> framed so that readers cannot identify each unit and the start and end week of each unit. Charts <u>do not include</u> units that encapsulate the skills indicated on the Mastery Skills List.	Charts <u>do not provide</u> readers with the ability to easily identify each unit and each unit's start and end week. Charts <u>partially</u> include units that encapsulate the skills indicated on the Mastery Skills List.	Charts <u>provide</u> readers with the ability to easily identify each unit and each unit's start and end week. Charts <u>fully</u> include units that encapsulate the skills indicated on the Mastery Skills List.
Unit of Study	0-4 points	5-9 points	10-13 points
	The Units of Study are <u>incomplete</u> , in accordance with the guidelines indicated on the provided template. There is <u>no clear</u> relationship between the information on the Units of Study and the information on the other elements of the curriculum "package."	The Units of Study are <u>partially complete</u> , in accordance with the guidelines indicated on the provided template. There is <u>somewhat of a</u> relationship between the information on the Units of Study and the information on the other elements of the curriculum "package."	The Units of Study are <u>fully complete</u> , in accordance with the guidelines indicated on the provided template. There is <u>a clear</u> relationship between the information on the Units of Study and the information on the other elements of the curriculum "package."

Grades: Grades will be based on a straight percentage basis following the Rutgers University system:

A	Outstanding	4.0	90-100
B+		3.5	85-89
B	Good	3.0	80-84
C+		2.5	75-79
C	Satisfactory	2.0	70-74
F	Failing	0.0	0-69

Academic Integrity

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policies and consequences for violating them.

Rutgers University Libraries

We are very fortunate to have access to the incredible resources of the Rutgers University libraries. Familiarize yourself with the Library Research Guide linked in Canvas.

Office of Disability Services (ODS)

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. See <http://ods.rutgers.edu/students/documentation-guidelines> for more information.

If the documentation supports your request for reasonable accommodations, your campus 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 website at <https://ods.rutgers.edu/students/registration-form>.