Curriculum and Instruction
15:310:500:E1
June 25, 2018- August 3, 2018

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Additional course resources can be found at www.taylorleadership.net

Course Description

This course is focused on practitioners' needs and will integrate theory, research, and practical ideas to provide participants with a holistic view of the educational leader's position as a curriculum, instruction, and assessment leader in a school district. Specifically, the program will overview the roles and responsibilities of the supervisor as they apply to the development of curricula and the promotion of effective instruction in K-12 schools. The following principles will be discussed throughout the semester:

•History of curriculum theory and development •Instructional technology •Social-emotional learning •21ˢᵗ Century Skills Initiative •ESSA •Coalition of Essential Skills •Curriculum development protocol •Mastery Skills •Scope and Sequence Charts •Constructivism •Zone of Proximal Development •Strategic planning •Ethical considerations when developing curricula

Texts

•Dewey, J. (1938). *Experience and education*. New York: Free Press. (Amazon- $8.98)

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

Archived and current articles from *Educational Leadership*, using online access granted to student subscribers. Class participants are expected to join The Association of Supervision and Curriculum Development as basic student members (click the following link: http://www.ascd.org/membership/student.aspx). Membership includes monthly paper issues of *Educational Leadership*, online access to archives that date back to 1943, and reduced rates to workshops and conferences.

Information from Twitter provided by my account (@TaylorEdLead). Follow these directions to begin: 1. Go to www.twitter.com 2. Sign up for an account. 3. After signing in and setting up your account, click the following link: http://twitter.com/TaylorEdLead and click "Follow" in the upper right corner of the screen. 4. Download the smartphone applications if you want to pick up my tweets on your mobile device.

Coursework

The Evolution of Curriculum Development and Instructional Alignment
First understanding the history, theory, and philosophy of learning

- **June 25-July 1**

   -Introductions
   -Topical issues in curriculum development and alignment with instruction
   -The standards movement in New Jersey and across the country

   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 July 1: Choosing Content That's Worth Knowing, George Nelson (Educational Leadership- October 2001); *Seeking Breadth and Depth in the Curriculum*, E. D. Hirsch Jr. (Educational Leadership- October 2001); *Learning in Depth*, Kieran Egan (Educational Leadership- November 2008); John Dewey's *Experience and Education*, Chapters 1-4

   Task due July 1: Introductions (not scored)

- **July 2- July 8**

   -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

   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

   Webinar on July 3 at 3:30 (class introduction)

   Readings due July 8: John Dewey's *Experience and Education*, Chapters 5-8; Angela Hodges Edgar's *The History of Curriculum in American Schools: From the Pilgrims to the Present*, pages 1-55

   Task due July 8: Discussion comment (respond to prompt in Canvas)

- **July 9-July 15**

   -Alignment of curriculum and instruction
   -Best teacher observation and feedback practices

   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 July 15: Planning and Organizing for Curriculum Renewal, Allan A. Glatthorn, Judy F. Carr and Douglas E. Harris (ASCD publication); *Reconcilable Differences? Standards-Based Teaching and Differentiation*, Carol Ann Tomlinson (Educational Leadership, September 2000); *Put Understanding First*, Grant Wiggins and Jay McTighe (Educational Leadership, May 2008)

Task due July 15: Constructivism Strategies Warehouse Development

Current Approaches to Curriculum Development and Instructional Alignment
Recognizing the best practices to fostering the growth of instructional programs

- **July 16-July-22**

   -The "Five-Step Model for Developing Curricula"
   -Using a distributing leadership model to write curricula
   -Structure of the curriculum guide
   -Foundation for effective curriculum writing sessions

   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

   Reading due July 22: A Protocol for Developing Meaningful Curricula- Five Steps That Engage Teachers in Collaborative Program Vision Building, Scott Taylor (due for publication); *Out With Textbooks, in With Learning*, Harvey Daniels, Steven Zemelman (Educational Leadership, December 2003/January 2004; *Pacing Guides*, Jane L. David (Educational Leadership, October 2008); *Developing a Scope and Sequence for Thinking Skills Instruction*, Barry K. Beyer (Educational Leadership, April 1988))

   Webinar on July 17 at 3:30 (The Five-Step Protocol/Review of Project)

Institutionalizing Curriculum and Instruction With Ethical Consideration
Implementing, for the long term, programs that foster equity and growth for all students

- **July 23-July 29**

   -Ethical considerations when supervising the curriculum development process
   -Ability grouping

   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

   Reading due July 29: Mining the Values in the Curriculum, Kevin Ryan (Educational Leadership, November 1993); *Math Acceleration for All*, Carol Burris, Jay Heubert, Henry Levin (Educational Leadership, February 2004)

Task due July 29: Analyze How a District Enacts a Section of New Jersey Student Learning Standards- CAEP Requirement

- **July 30-August 3**

  -Integrating curriculum development and district instructional goals and initiatives to assure institutionalization
  -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 August 3: The Invisible Role of the Central Office, Kathleen F. Grove (Educational Leadership, May 2002); *The Power of Gentleness*, Daniel A. Heller (Educational Leadership, May 2002)

  Task due August 3: Supervision of Curriculum Development Project

Assessment of Comprehension and Application

Grades will be assigned on a point-basis. Class participants can track their grades by accessing the gradebook portal in Canvas. Instructor feedback will be provided via embedded comments (Word comments feature) in the file that will be returned by email. A determination that students in this class understood the material discussed and were able to apply this understanding practically will be based on the following:

> **Threaded Discussion-** 10 points
>
> **Constructivism Strategies Warehouse** Development- 20 points
>
> **Analyze How a District Enacts a Section of the New Jersey Learning Standards- CAEP Requirement**- 40 points
>
> **Supervision of Curriculum Development Project**- 30 points

Grading Scale (based on points)- A= 90-100, B+= 85-89, B= 80-84, C+= 75-79, C= 70-74 points, F= Below 70 points.

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

Suggested Readings

Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.

Brooks, G. B. & Brooks, M. G. (1993). *The case for constructivist classrooms*. Alexandria: ASCD.

Elias, M. J. (1994). *Promoting social and emotional learning: Guidelines for educators*. Alexandria: ASCD.

Fullan, M. (1991). *The new meaning of educational change*. New York: Teachers College Press.

Littky, D. (2004). *The big picture. Education is everyone's business*. Alexandria: ASCD.

Marzano, R. (2007). *The art and science of teaching*. Alexandria: ASCD.

Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom instruction that works*. Alexandria: ASCD.

Sizer, T. (1984). *Horace's Compromise*. Boston: Houghton Mifflin.

Tanner, D. & Tanner, L. (2007). *Curriculum development: Theory into practice*. Upper Saddle River: Pearson- Prentice Hall.

Thoreau, H. D. (1999). *Uncommon learning: Thoreau on education*. New York: Houghton Mifflin.

Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction and Understanding by Design*. Alexandria: ASCD.

Suggested Website Resources for Future Educational Leaders

Edutopia: https://www.edutopia.org

New Jersey Department of Education Broadcasts: https://homeroom5.doe.state.nj.us/broadcasts/?p=y

Phi Delta Kappan- http://pdkintl.org/publications/kappan/

Association for Supervision and Curriculum Development: http://www.ascd.org

Education Week: https://www.edweek.org

Discussion

Goals

1. To think critically about topics related to curriculum development and instructional practices

2. To demonstrate comprehension of reading material and application of concepts to leadership practice

3. To demonstrate and apply understanding of topical issues related to curriculum development and instructional practices by contributing to the collaborative discussion

Procedure

Each student will be responsible for contributing to the threaded discussions. The rubric lists expectations that should frame the posts. Discussion topics will be assigned by the instructor and will focus on the readings, video lectures, Twitter feeds, and/or blog posts (http://successfulschools.blogspot.com/).

Discussion Scoring Rubric

	0-10
Knowledge and Analysis	Demonstrates specific knowledge about the underlying theme or idea inherent in the assigned reading, video presentation, and/or blog post for the week by including at least one detail to support the discussion point. Provides comment(s) that compels peers to think critically about the theme or idea presented in the assigned reading and/or video presentation. Presents an idea that may spurn more critical thought in the threaded discussion. Shares personal and/or professional experiences that relate to the topic and illustrate the practical application of theories and/or research being discussed.

Constructivism Strategies Warehouse Development

Goals

1. To recognize the tenets of constructivism as explained by John Dewey in *Experience and Education* (1938)

2. To identify instructional strategies that reflect Dewey's theory of constructivism and can be implemented in the K-12 classroom

Procedures

Each student will be responsible for contributing to the development of the Rutgers University Curriculum and Instruction Constructivism Strategies Warehouse (wiki). This website will serve as a "go-to" resource that will stay active indefinitely.

The following instructions guide this work:

1. Use ID (first letter of first name and last name; example- staylor) and password (rutgers) to log on to the following site: https://rutgersconstructivismstrategies.wikispaces.com

2. On the student's allotted page (look for your name), provide a brief description (one paragraph) of the strategy, including the relevant content area and grade level). Click the page and follow the instructions for editing the page. Click the following link for help: http://helpcenter.wikispaces.com/customer/en/portal/articles/1958860-editing-a-page (the site address is hyperlinked).

3. Indicate the objective/purpose of the strategy.

4. Explain the procedures for implementing the strategy.

5. Follow rubric to identify additional resource elements that must be included in the page entry.

Constructivism Strategies Warehouse Development Scoring Rubric

	4-5	2-3	0-1
Strategy Relevancy	The strategy **clearly** reflects Dewey's principles as outlined in *Experience and Education* (1938).	The strategy **loosely** reflects Dewey's principles as outlined in *Experience and Education* (1938).	The strategy bears **little or no** relevancy to Dewey's principles as outlined in *Experience and Education* (1938).
	15	**5-14**	**0-4**
Resources	Resources include **at least one of each** of the following: 1. Link to internet resource. 2. Video that describes aspect of the strategy. 3. Image that illustrates the strategy. 4. List of procedures that provide the teacher with specific instructions to allow for effective implementation of the strategy. The resources are closely related to the strategy and are of high quality in that they directly and comprehensively illustrate the strategy.	Resources include **most but not all** of the following: 1. Link to internet resource. 2. Video that describes aspect of the strategy. 3. Image that illustrates the strategy. 4. List of procedures that provide the teacher with specific instructions to allow for effective implementation of the strategy. The resources are related to the strategy and are of average to high quality in that they somewhat illustrate the strategy.	Resources include **one or none** of the following: 1. Link to internet resource. 2. Video that describes aspect of the strategy. 3. Image that illustrates the strategy. 4. List of procedures that provide the teacher with specific instructions to allow for effective implementation of the strategy. The resources are not related to the strategy and are of low quality in that they do not directly and comprehensively illustrate the strategy.

Analyze How a District Enacts a Section of New Jersey Student Learning Standards (CAEP)

As a part of the Council for the Accreditation of Educator Preparation (CAEP) accreditation process, the Graduate School of Education Educational Administration Faculty collects and reviews quantitative evidence relative to the quality of Educational Administration certification offerings. This evidence is organized by inquiry claims that the Faculty has chosen for the required CAEP continuous improvement study.

There are two steps to this assignment: 1. Observe the teacher in the video, which can be found at the bottom of the Modules list in Canvas. 2. Collect observation data and conduct an analysis of what you observe.

Below is a more detailed description of the assignment. The rubric for this assignment follows the description.

Step 1: Pre-Observation Conference

In two pages, describe how you would conduct a pre-observation conference with the teacher whose videotaped lesson you will review. Include the hypothetical contents of the conference. and focus on the following in your narrative:

> 1. The standard(s) the teacher want his/her students to attain. You will have to watch the introduction to the lesson as you generate a list of all of the relevant standards. The fictionalized conversation should include a description of the student products or student behaviors you anticipate will manifest achievement of the standards.

> 2. The instructional activities and student exercises that it appears, based on the video introduction of the lesson, will elicit the standards meeting behaviors or products teachers identified.

Step 2: Observation of the Lesson

Observe the videotaped lesson. Write a three-page summary and critique of the observed lesson. Your evaluative comments should focus on student behaviors in relationship to the evidence that the standards were achieved. Complete the "Criteria for Evaluating a Standards-Based Lesson" chart (see below).

Submitting Your Work

•Papers should be double-spaced
•Documents should have 1¼-inch margins on each side
•Use Times font, 12 points
•Do not include a Title Page; List your title and name on the first page of the paper.
•You must email the "Criteria for Evaluating a Standards-Based Lesson" rubric that can be downloaded in Word format from Canvas

•You should email one document that includes all of your work

"Criteria for Evaluating a Standards-Based Lesson"

Expectations	Fully Evident	Partially Evident	Not Evident
Students are appropriately informed of standards that they are achieving or will achieve			
Assignments and announcements of upcoming students' activities relate to standards to be achieved in accordance with the curriculum pacing guide			
Students are appropriately informed of the performance or product expectations before or during the lesson			
The teacher uses, and explains, academic vocabulary of the selected standards during the lesson			
Activities of the lesson unfold as they were described in the lesson plan			
Student performances and products described in the lesson's objective can result from the learning activities in the lesson plan			
Student performances and products demonstrated during the lesson meet proficiency levels described in the lesson's objective			
Evaluations activities expect students to provide products or performances that are described in the lesson's objective			
O'Shea, Mark R. "From Standards to Success", Association for Supervision and Curriculum Development Publications, 2005, p. 100			

Demonstration Task Scoring Rubric Designed by and for Rutgers University CAEP Requirement

(Points will be assigned holistically, based on satisfaction of the expectations below)

Pre-Observation: Meeting *Provides a concise, complete description of selected standard(s), instructional activities, and an evaluation tool..*	☐ Not submitted; Description is incomplete. Not within page limit.	☐ Descriptions are fair. Listed standards are vague and reference the NJ curriculum standards.	☐ Descriptions are adequate. Covers all NJ curriculum standards and relevant indicators.	☐ Covers all NJ curriculum standards and references the relevant indicators in discussion of the evaluation tool.	☐ Clear, concise, complete, and thorough descriptions provided.
Observation: Classroom *Teacher's actions described as they relate to the standards, instructional activities, student performance, and products utilized to ascertain mastery of the standards.*	☐ Not submitted; Description is incomplete.	☐ Minimal discussion of teacher actions, behaviors. Descriptions poorly organized and poorly expressed. Not all elements of class described.	☐ Teacher actions described in some detail. All elements of class covered. Description flows from one activity to another. Relevance to standards discussed.	☐ All elements of class covered in good detail. Description of standards in action and evaluation tool used by students.	☐ Clear, concise, complete, and thorough descriptions provided.
Evaluation: Student Mastery *Behavior of students is described. Students produce evidence of mastery of standard(s) based on performances and products demonstrated*	☐ Not submitted; Description is incomplete.	☐ Minimal discussion of student actions/behaviors. Descriptions poorly organized and poorly expressed. Minimal reference to standards based activities.	☐ Student actions and behavior described in some detail. Reaction to standard assessment and student mastery.	☐ Reaction to standard assessment and student mastery. Engagement level and evidence of learning.	☐ Clear, concise, complete, and thorough descriptions provided.
Analysis: Classroom Identification of least/most effective instructional activities and student performance demonstration. Rationale provided.	☐ Not submitted; Analysis is incomplete.	☐ Elements identified as lesson needs are not well chosen. Some needs overlooked. Rationale poorly presented.	☐ Elements identified as lesson needs are appropriate. Some detail in discussion. Valid and sufficient rationale provided.	☐ Critical thinking demonstrated in choice of lesson needs and rationale for choice.	☐ Clear, concise, complete, and thorough detail in analysis.
Analysis: Student Mastery *Discussion of student performance/product and recommendations for improving student mastery of the standard*	☐ Not submitted; Analysis is incomplete.	☐ Improvement recommendations are missing or not specific. Recommendations not appropriate or valid.	☐ Specific improvement recommendations made. Recommendations are valid and appropriate.	☐ Multiple, specific, appropriate improvement recommendations made.	☐ Choice of recommendations reflects sound insight.
Writing Quality	☐ Not submitted; Writing is of poor quality; paper incomplete.	☐ Writing is average quality. Sentences and paragraphs weakly constructed. Noticeable errors in grammar, spelling, or mechanics.	☐ Above average writing quality. No errors in grammar, spelling mechanics.	☐ Proper mechanics and presentation.	☐ Clear, concise high - quality writing.

Supervision of Curriculum Development Project

Goals

1. To identify and apply effective strategies for facilitating curriculum development using a distributive leadership model

2. To understand the Five-Step Protocol for Curriculum Development by developing Mastery Skills, Program Scope and Sequence Charts, broad frameworks, and Units of Study for a specific content area

3. To recognize the professional development needs that will be required of curriculum writers tasked to develop curricula

Procedures

1. Identify **one** content area for which Mastery Skills, a Program Scope and Sequence Chart, and a Unit of Study will be developed. Focus on **one grade-level and one content area** (for instance, Second Grade math).

2. Create a Mastery Skills list for the identified grade-specific content. Refer to examples provided during the semester if necessary.

3. Develop a Program Scope and Sequence Chart for the content. Be sure to indicate the separate units, the period of time for which each unit will be implemented (week to week). Create the chart using the provided template.

4. Construct **one Unit of Study** for the unit you've chosen to frame. Be sure the unit includes all of the information for the fields included in the provided template. You do not need to create a separate framework for the curriculum guide for the purpose of this project even though the Five-Step protocol calls for such

The template for your project will be provided in Canvas.

Supervision of Curriculum Development Scoring Rubric

	4	**2-3**	**0-1**
Mastery Skills List	Skills listed are **specific** and **relevant** to the identified content area and grade-level. There are multiple skills listed. Skills reflect the relevant standards.	Skills listed are **broad** and **somewhat relevant** to the identified content area and grade-level. There are few skills listed. Skills do not necessarily reflect the relevant standards.	Skills are **broad and not relevant** to the identified content area and grade-level. There are one to three skills listed. Skills do not reflect the relevant standards.
	10-13	**5-9**	**0-4**
Program Scope and Sequence Chart	Charts **provide readers** with the ability to easily identify each unit and each unit's start and end week. **Charts include** units that encapsulate the skills indicated on the Mastery Skills List.	Charts **do not provide** readers with the ability to easily identify each unit and each unit's start and end week. **Charts do not entirely include** units that encapsulate the skills indicated on the Mastery Skills List.	Charts are **poorly** framed so that readers cannot identify each unit and the start and end week of each unit. **Charts do not include** units that encapsulate the skills indicated on the Mastery Skills List.
Unit of Study	The Units of Study are **complete**, in accordance with the guidelines indicated on the provided template. There is a **clear** 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 **mostly incomplete**, in accordance with the guidelines indicated on the provided template. There is **no clear** 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 **incomplete**, in accordance with the guidelines indicated on the provided template. There is **no clear** relationship between the information on the Units of Study and the information on the other elements of the curriculum "package."