

## CURRICULUM AND INSTRUCTION

15:310:500:B1 - 3 Credits

Summer 2018

Instructor: Dr. Kathleen Regan

Day & Time: On-line

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Location: On-Line – Canvas

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Mode of Instruction:

Lecture

Hybrid

Seminar

Online

## COURSE GOALS AND OUTCOMES

Course participants will be able to:

- Explain the roles of personnel and the human dimension for curriculum development.
- Understand and effectively apply the components of a curriculum system development process.
- Understand and effectively apply the evaluation of instruction and curriculum.
- Integrate the use of technology effectively and efficiently to develop and analyze curricula.

## 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 for this course , please login to <http://personalinfo.rutgers.edu/> 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. 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 Mondays 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' Discussion and/or the 'Conferences' tool . 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 for Curriculum and Instruction- 15:310:500

This course will prepare curriculum specialists, department and team chairs/ leaders, supervisors and administrators to understand and integrate research, systems, processes, practices and personnel for effectively developing, improving, implementing and articulating curriculum and instruction. The following topics will be explored and

discussed during the course:

- Theoretical dimensions of curriculum and instruction,
- Curriculum development and the role of personnel,
- The essential systemic components of the curriculum development process,
- Curriculum implementation,
- Evaluating the effectiveness of the curriculum, and
- Digital trends in curriculum and instruction.

#### Class materials/ Textbooks

- Gordon, W.R., Taylor, R.T. & Oliva, P.F. (2019). *Developing the Curriculum - Improved Outcomes Through Systems Approaches- 9th. Edition*. NY, NY: Pearson. Print ISBN- 13: 978-0-13-480038-7 (\$118.75)  
<http://www.mypearsonstore.com/bookstore/developing-the-curriculum-9780134800387?xid=PSED>
- Students can order the on-line version of the text which is less expensive (\$29.99) at:  
<http://www.mypearsonstore.com/bookstore/developing-the-curriculum-subscription-0134802713>
- 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\\_tocr&cad=3#v=twopage&q&f=false](http://books.google.com/books?id=V90-egFVoEC&pg=PA23&source=gbs_tocr&cad=3#v=twopage&q&f=false)
- Documents and websites will be added throughout the course and can be accessed on the Canvas 'modules' and 'files'.

#### State or Professional Organization Standards:

This course is designed to align with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

**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 3- strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
- 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. 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**

<b><u>Assessment</u></b>	<b><u>Points</u></b>
Two (2) threaded discussions- 10 possible total points for each discussion	20 points
Curriculum Mapping Project – individual	20 points
Interview Project – individual	20 points
Demonstration Task	40 points

- Interview Project – 20 points of the total grade.
- On-line discussions – participate in 2 threaded discussions @ a maximum of 10 points each for 20 total points of the grade. Please review the grading rubric. The discussions are due on an on-going basis as outlined in the schedule of assignments.
- Rubicon Atlas Curriculum Mapping – Establish a mapping calendar by listing the units of study for 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) –20 points.
- Demonstrations Task- 40 points

#### **THREADED DISCUSSIONS - 20 points**

Students will participate in two on-line discussions based on the assigned readings. The topics and questions are detailed on each of the discussions located on Canvas. The threaded discussions will provide opportunities to share ideas, reflect, explain, give examples, problem solve, etc. among students in the course. Also, students are expected to respond to two colleagues' initial responses by the following Monday. The responses to colleagues should be well developed, respectful and timely reflections. Grading rubrics have been developed on Canvas for each.

#### **INTERVIEW ASSIGNMENT - 20 points**

Students will interview a curriculum supervisor/director/assistant superintendent and a teacher who have been involved in a curriculum review process 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 administrator/supervisor and teacher leader 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 is the teacher's experience with involvement in the process?
- What resources would the administrator/supervisor and teacher leader 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 district 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 'discussion' thread on Canvas:

- Questions and responses should be concisely noted on a graphic organizer of your choice (chart, table, graph, visual organizers, lists, ); the key here is to organize the information succinctly. This portion of the project should not be written as a narrative paper but rather in bulleted phrases; 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. Samples of projects from previous courses are posted in 'files.'

#### CURRICULUM MAPPING PROJECT - 20 points

- You will have free access to the Rubicon Atlas website to complete this project.
- Register during the first week of class to acquaint yourself with the digital mapping tool <http://rutrubiconatlas.org> default password: excellent
- You will need to review the user videos on the site in order to learn how to work with the platform. Feel free to request an on-line demonstration by me if you are having difficulty.
- Review the NJSLs <http://www.state.nj.us/education/cccs/> and select a specific course to map (e.g. Algebra 1, Language Arts Literacy - Grade 2, Biology, AP World History, English - Grade 11, Middle School Integrated Science, etc.)
- Identify and create a comprehensive curriculum mapping calendar for your course and fully map two units on the web-based Rubicon Atlas.
- Review the maps of two colleagues and send them comments using the 'Discussion' designated for the Curriculum Mapping Project.

#### LESSON OBSERVATION DEMONSTRATION PROJECT (TEAC Requirement) - 40 points

The Rutgers Graduate School of Education has been granted pre-accreditation approval by the Teacher Education Accreditation Council (TEAC). As a part of the approval process, students are required to participate and be successful in a series of assessments which you will maintain in a portfolio. The below assessment will be scored and uploaded to a central website upon completion of my review of this assessment. The assessment involves:

- Viewing a video for the purpose of observing a teacher.
- Collecting evidence of teaching and learning during the observation of the teacher, and
- Analyzing the evidence and data from the observation to evaluate the teacher's planning and implementation of a standards-based lesson.

The following resources should be viewed prior working on the assessment in order to obtain information about and practice on pre/post observation conferences, observing a lesson, etc.

<http://www.state.nj.us/education/profdev> NJDOE website on developing a professional development plan mentoring and PD resources

<https://www.youtube.com/watch?v=fszjY0tKJIA> conducting pre and post observation conferences (will help with TEAC demonstration assessment)

<http://slideplayer.com/slide/7261727/> presentation on Stronge teacher evaluation system (state approved evaluation program - will help with TEAC demonstration assessment)

#### Pre-Observation Conference

- Observe videotaped lesson - link to lesson to be provided by instructor
- After viewing the videotaped lesson, take a step back and think about how you would have conducted a pre-observation conference with the teacher to prepare them for the observation. Some of the topics that should be covered in the pre-observation conference include:
  - The specific standards covered during the lesson (subject area, literacy, 21st Century Skills, instructional technology, etc.),
  - The instructional strategies, activities and technology embedded throughout the lesson,
  - The alignment of the classroom arrangement with the instructional goals and objectives of the lesson,
  - The appropriateness of classroom management techniques applied throughout the lesson,
  - Student engagement and collaboration during lesson,
  - Evidence of student learning as a result of the lesson and posted around the classroom (scan the walls),
  - Appropriate balance of direct instruction/mini-lesson, student exploration, individual/small group/whole class activities, etc.

#### Observation of the lesson

- During and after viewing the videotaped lesson, please complete Domain 2 and 3 of a Danielson ASCD Teacher Observation Rubric, which can be accessed by using the below link.

[http://usny.nysed.gov/rttt/teachers-leaders/practic rubrics/Docs/ASCD\\_Rubric.pdf](http://usny.nysed.gov/rttt/teachers-leaders/practic rubrics/Docs/ASCD_Rubric.pdf)

- Write a 1 page summary of the pre-observation meeting.
- Write a 1 page summary of the observation of the lesson.
- Write a 1 page critique of the potential of each lesson and comment on the student work in relation to evidence of student learning .
- Research, select and attached a standards based lesson plan template which you would encourage a teacher to use for lesson planning purposes.

### 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' 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>



## The Curriculum: Theoretical Dimensions - Week 1

- Curriculum and Instruction Defined (Chapter 1)
- Principles of Curriculum Development (Chapter 2)

**Discussion 1 - Canvas – Go to the ‘Discussion’ tab and contribute to the first discussion *Building a Learning Community for this Course...Getting to Know You***

- 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](http://www.edweek.org) (electronic newspaper on national issues in education)
- NJDOE monthly newsletter for teaching and learning - The Post - <http://www.state.nj.us/education/cccs/resources/educators/post/>
- The Hidden Curriculum [www.youtube.com/watch?v=eY2hpAOJTRQ](http://www.youtube.com/watch?v=eY2hpAOJTRQ)
- Standards vs. Curriculum [www.youtube.com/watch?v=ZLzzQK4bzVM](http://www.youtube.com/watch?v=ZLzzQK4bzVM)

## Curriculum Development: Role of Personnel - Week 2

- Curriculum Development: A Multilevel, Multisector Process (Chapter 3)
- Curriculum Development: The Human Dimension (Chapter 4)

**Complete - Canvas Discussion- 2 and respond to 2 colleagues**

**Interview project – Post on designated 'Discussion' as an attachment.**

- Please become familiar with the Association for Supervision and Curriculum Development (ASCD) [www.ascd.org](http://www.ascd.org) – please watch the featured video.
- <http://www.state.nj.us/education/cccs/> NJ Student Learning Standards website
- <http://www.state.nj.us/education/modelcurriculum/> Review NJDOE website on Model Curriculum
- <http://www.p21.org/our-work/p21-framework> PARCC updates including practice test of the week
- <https://parcc-assessment.org/> 21st Century Learning
- <http://www.state.nj.us/education/cccs/> NJ Student Learning Standards website
- [www.corestandards.org](http://www.corestandards.org) national common core standards – review carefully. Please note the sections on writing in Science and Social Studies.
- <http://www.ascd.org/research-a-topic/common-core-state-standards-resources.aspx> ASCD's resources on the Common Core

## Curriculum Development: Components of the Curriculum System Development Process - Week 3

- Models for Curriculum System Development (Chapter 5)
- Philosophy and Aims of Education (Chapter 6)
- Data and Evidence Informed Decision Making (Chapter 7)
- Curriculum Goals or Overarching Ideas and Curriculum Objectives or Standards (Chapter 8)

### **Complete Canvas Discussion 3 and respond to 2 colleagues**

Video clip about Rubicon Atlas:

- <http://rubicon.com/AtlasCurriculumMapping.php>  
To log in: <http://rutgers.rubiconatlas.org> Default Password: excellent
- Character Education  
<http://www.ascd.org/research-a-topic/character-education-resources.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)
- Other mapping websites: [www.curricuplan.com](http://www.curricuplan.com) Curriculum plan
- <http://curriculumdecisions.com/curriculum-mapping/overview>  
[www.schoolsoftwaregroup.com](http://www.schoolsoftwaregroup.com) School Software
- Heidi Hayes Jacobs – What is Curriculum Mapping?
- [What is Curriculum Mapping \(Links to an external site.\)](#)[Links to an external site.](#) | [The Four Phases of Curriculum Mapping \(Links to an external site.\)](#)[Links to an external site.](#) | [Phase I Laying the Foundation \(Links to an external site.\)](#)[Links to an external site.](#) | [Phase II Launching the Process \(Links to an external site.\)](#)[Links to an external site.](#) | [Phase III Maintaining, Sustaining, and Integrating \(Links to an external site.\)](#)[Links to an external site.](#) | [Phase IV Advanced Mapping \(Links to an external site.\)](#)[Links to an external site.](#) | [Extracurricular Mapping](#) ·
- Curriculum Mapping Templates [Template 1 \(Links to an external site.\)](#)[Links to an external site.](#) | [Template 2 \(Links to an external site.\)](#)[Links to an external site.](#) | [Template 3 \(Links to an external site.\)](#)[Links to an external site.](#) | [Template 4 \(Links to an external site.\)](#)[Links to an external site.](#)

#### Curriculum Implementation - Week 4

- Instructional Goals or Essential Questions and Instructional Objectives or Learning Targets - Chapter 9
- Evidenced Based Instruction - Chapter 10

#### **Rubicon Atlas Curriculum Mapping Project**

#### **Complete Canvas Discussion 3 and respond to 2 colleagues**

#### Evaluation of Effectiveness and Looking Forward in Curriculum Development - Week 5

- Evaluation of Instruction - Chapter 11
- Evaluation of Curriculum - Chapter 12
- Trends in Digital Curriculum and Instruction - Chapter 13

#### Finland's 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> (Links to an external site.)Links to an external site.
- <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=Ctuo7ibEWZII](http://www.youtube.com/watch?v=Ctuo7ibEWZII)

#### TEAC Demonstration Assessment - Week 6

See the details for the project in an earlier section of this syllabus.

**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.