Rutgers, The State University of New Jersey
Graduate School of Education
Curriculum & Instruction - 15:310:500:90
Spring 2019 - January 22, 2019-May 15, 2019

Instructor: Dr. Matthew A. Mingle
                      (201) 913-4236 (Cell)
                      matthew.mingle@gmail.com

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 curriculum 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 - $10.79 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 15 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 15 due to Rutgers University semester date rules. There will be no class/module during the week of March 16 through March 24.

Part I: The Evolution of Curriculum Development and Instructional Alignment

January 22-27
Topics:
- Introductions
- Traditional vs. Progressive Education in Dewey's Time

Readings due January 27:
Dewey's *Experience and Education*, Chapters 1-4

Tasks due January 27:
- Introduce yourself.

- Watch video lecture (An Introduction to Dewey).
- Preview discussion.

January 28-February 3
Topics:
- Depth vs. Breadth in Curriculum Development
- Traditional vs. Progressive Education in our Time

Readings due February 3:
Armstrong, T. (2007). The curriculum superhighway. *Educational Leadership, 64,* (8), 16-20.
    http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/The-Curriculum-Superhighway.aspx
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 February 3:
- Watch video lecture (Broad Themes in Curriculum Development).
- Canvas discussion

February 4-10
Topics:
- Vygotsky's idea of the "zone of proximal development" (introduction to constructivism)
- The influence of Dewey on curriculum development and instructional practice
- Introduction to demonstration task

Readings due February 10:
Dewey's *Experience and Education*, Chapters 5-8

Tasks due February 10:
- Watch video lecture (Introduction to Vygotsky).
- Review the overview of the demonstration task.
- Preview discussion.

February 11-17
Topics:
- The evolution of curricular thought - an overview of curriculum history

Readings due February 17:
Edgar's *The History of Curriculum in American Schools*, pages 1-55

Tasks due February 17:
- Review the overview of the demonstration task

- Watch video lecture (Curriculum Development History).
- Preview discussion

February 18-24
Topics:
- Educational reform

Readings due February 24:
O'Neil, J. (1995). On lasting school reform: A conversation with Ted Sizer. *Educational Leadership, 52* (5), 4-9.
http://www.ascd.org/publications/educational-leadership/feb95/vol52/num05/On-Lasting-School-Reform@-A-Conversation-with-Ted-Sizer.aspx
Rose, M. (2010). Reform: To what end? *Educational Leadership, 67* (7), 6-11.
http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Reform@-To-What-End%C2%A2.aspx

Tasks due February 24:
- Preview the Part I paper
- Canvas discussion (graded)

February 25-March 3
Topics:
- Alignment of curriculum and instruction

Readings due March 3:
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 March 3:
- Watch the Sir Ken Robinson video and read the counterpoint blog.
- Canvas discussion (graded)
- Submit Part I paper (due March 6)

Part II: Current Approaches to Curriculum Development and Instructional Alignment

March 4-10
Topics:
- Social media and educational leadership

Readings due March 10:
None

Tasks due March 10:
- Create a Twitter account.

- Determine a Twitter educational chat in which to participate.
- Consider the Tweet from Steven Weber.
- Canvas discussion (graded)

March 11-17

Topics:
- Curriculum mapping
- Standards in New Jersey

Readings due March 17:

Perkins-Gough, D. (2003/2004). Creating a timely curriculum: A conversation with Heidi Hayes Jacobs. *Educational Leadership, 61* (4), 12-17.
http://www.ascd.org/publications/educational-leadership/dec03/vol61/num04/Creating-a-Timely-Curriculum@-A-Conversation-with-Heidi-Hayes-Jacobs.aspx

Tasks due March 17:
- Begin working on demonstration task
- Canvas discussion (graded)

March 18-24

No Class - Spring Break

March 25-31

Topics:
- The "Five-Step Model for Developing Curricula" Part I (Forging a Program vision and Constructing Mastery Skills Lists"
- Demonstration task

Readings due March 31:

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

Tasks due March 31:
- Watch video lecture (Curriculum Development Process).
- Download the sample mastery skills list.
- Submit demonstration task.

April 1-7

Topics:
- The "Five-Step Model for Developing Curricula" Part II (Adopting Materials that Support Teacher Expectations)

Readings due April 7:

Alter, G.T. (2009). Challenging the textbook. *Educational Leadership, 66* (8), 72-75.
http://www.ascd.org/publications/educational-leadership/may09/vol66/num08/Challenging-the-Textbook.aspx

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

Tasks due April 7:
- Canvas discussion (graded)
- Listen to the audio lecture (Textbook Adoption).

April 8-14
Topics:
- The "Five-Step Model for Developing Curricula" Part III (Creating Program and Topic Scope and Sequence Charts)
- Supervision of Curriculum Development project

Readings due April 14:
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

Tasks due April 14:
- Watch video lecture (Scope and Sequence Creation).
- Review the Scope and Sequence example.
- Preview Supervision of Curriculum Development project.
- Preview discussion.

April 15-21
Topics:
- The "Five-Step Model for Developing Curricula" Part IV (Writing Frameworks Using the Understanding by Design (UbD) Model"

Readings due April 21:
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 April 21:
- Watch video lecture (A Brief Introduction to the UbD Model).
- Download curriculum template.
- Preview discussion.

April 22-28
Topics:
- The "Five-Step Model for Developing Curricula" Part V (Writing Units of Study)

Readings due April 28:

Tasks due April 28:
- Listen to the audio lecture (Units of Study).
- Review the sample five year curriculum revision cycle.
- Canvas discussion (graded)

April 29-May 5
Topics:
- Integrating curriculum development and instructional goals and objectives

Readings due May 5:

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 May 5:
- Review the curriculum training presentation sample.
- Canvas discussion (graded)

May 6-15
Topics:
- Promising practices

Readings due May 12:

Sehgal, P., Jeffries, J., & Rappaport, N. (December 2017/January 2018). Combatting race-related stress in the classroom. *Educational Leadership, 75* (4), 51-55.
http://www.ascd.org/publications/educational_leadership/dec17/vol75/num04/Combatting_Race-Related_Stress_in_the_Classroom.aspx

Tripodo, A. & Pondiscio, R. (November 2017). Seizing the civic education moment. *Educational Leadership, 75* (3), 20-25.
http://www.ascd.org/publications/educational-leadership/nov17/vol75/num03/Seizing-the-Civic-Education-Moment.aspx

Wise, M. & McTighe, J. (October 2017). Middle schoolers go global. *Educational Leadership, 75* (2), 12-18.
http://www.ascd.org/publications/educational-leadership/oct17/vol75/num02/Middle-Schoolers-Go-Global.aspx

Tasks due May 12:
- Canvas discussion (graded)
- Submit Supervision of Curriculum Development project. (Due May 15)

*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 <u>minimum</u> of one original contribution and two extensions of another's idea to each assigned discussion topic. You will be assigned peers to review randomly via the online course system each week at the date/time the original posting is due.

The <u>original</u> contribution is due no later than 11:59pm on the Wednesday of the week in which it is due. 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 (10 points each)	100 points
Part I Paper	20 points
Demonstration Task	30 points
Curriculum Development Project	50 points

Online Discussion Participation Grading Rubric				
0	5	6	7-8	9-10
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	0-9 points	10-13 points	14-15 points
	Fails to connect ideas contained in readings and other materials to local context	Connects ideas contained in readings and other materials to local context	Extends ideas contained in readings and other course materials to make insightful connections to local context
Spelling and Grammar	0-2 points	3-4 points	5 points
	Contains errors that detract from meaning	Contains minor errors that do not detract from meaning	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	0-5 points	6-8 points	9-10 points
	Skills are <u>broad and not relevant</u> to the identified content area and grade level. There are <u>one to three</u> skills listed. Skills <u>do not</u> reflect the New Jersey Student Learning Standards.	Skills listed are <u>broad and somewhat relevant</u> to the identified content area and grade level. There are <u>few</u> skills listed. Skills <u>partially</u> reflect the New Jersey Student Learning Standards.	Skills listed are <u>specific and relevant</u> to the identified content area 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	0-13 points	14-17 points	18-20 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	0-13 points	14-17 points	18-20 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.

January 12, 2019