

11A
745-51

ED 745 Curriculum Development and Adaptation
Summer 2011

Tuesdays - May 9-June 27, 2011

4:00-8:00 PM

Rm. - TBA

Instructor: Sr. Mary Ann Jacobs, SCC
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Office Hours
Class days - 3:15-3:55
(by appointment only)

Course Description:

Principles, trends, and techniques of curriculum planning for early childhood through secondary schools, adaptation of curriculum to deal with individual differences and meet special needs; the role of the teacher, supervisor, and principal in meeting curriculum standards and adapting curriculum for effective instructional delivery; study of curriculum issues related to instructional delivery and instructional leadership including technological enhancements. Field experience.

Curriculum Strand (1 course required) 745, 757, 845

Course Texts:

DiPaola, M.F. and Hoy, W.K. (2008). *Principals improving Instruction: Supervision, evaluation, and professional development*. New York: NY: Pearson Education, Inc.

Ozar, L. (2009). *Creating a curriculum that works*. Washington, DC: National Catholic Educational Association. (Seventh printing)

Point your browser to ([Creating a Curriculum That Works](#))

The following documents are required reading:

[New York State P-12 Common Core Learning Standards for English Language Arts & Literacy](#) ( 542 KB) ( 1.5 MB)

[New York State P-12 Common Core Learning Standards for Mathematics](#) ( 635 KB) ( 629 KB)

[New York State Prekindergarten Learning Standards](#) ( 221 KB)

Recommended for your professional bookshelf:

Darling-Hammond, L. et al. (2008). *Powerful learning: What we know about teaching for understanding*. San Francisco, CA: Jossey-Bass.

Hart, L. (1999). *Human brain and human learning*. Kent, WA: Books for Educators, Inc.

Kovalik, S. (1994). *Integrated thematic instruction*. Kent, WA: Susan Kovalik Associates

Kovalik, W. (1989). *The magic of teaching*. Kent, WA: Susan Kovalik Associates.

Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., (). Pickering, D.J. and Pollock, J.E. *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Olsen, K. (1995). *Synergy: Transforming America's high schools through integrated thematic instruction*. Kent, WA: Susan Kovalik Associates.

Ross, A. & Olsen, K. (1995). *A vision for the middle school through integrated thematic instruction* (3rd ed). Kent, WA: Susan Kovalik Associates.

Wolfe, P. (2001). *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Professional Requirements include, but need not be limited to:

- cell phones silenced or turned off (emergency number 718-862-7333; identify room where class takes place),
- punctual attendance,
- enjoy refreshments before class or during the break

NYS Content areas treated in this strand:

Participants in ALL courses in the School Building Leadership Program at Manhattan College will give evidence of having acquired, developed or enhanced the knowledge and skills to:

(i) *develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;*

(ii) *collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;*

(iii) *communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;*

(iv) *lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:*

- (a) *curriculum development;*
- (b) *instructional strategies and the integration of technology;*
- (c) *classroom organization and practices;*
- (d) *assessment;*
- (e) *student support services, including the provision of services to students with disabilities;*

- (h) student, family, and community relations;
- (j) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students;
- (v) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;
- (vi) establish accountability systems for achieving educational goals and objectives;
- (vii) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;
- (viii) develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;
- (ix) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;
- (xi) apply statutes and regulations as required by law, and implement school policies in accordance with law; and
- (xii) maintain a personal plan for self-improvement and continuous learning.

Participants in any course in the curriculum strand will also give evidence of having developed, acquired, or enhanced the knowledge and skill to:

0001 - Understand student development and learning; curriculum planning; supervision of instruction; and procedures for creating a positive, productive learning environment for all students.

For example:

- a) demonstrating knowledge of major developmental principles and theories and best-practice applications in the school setting
- b) demonstrating knowledge of learning theories, principles, and concepts and best practice applications in the school setting
- c) demonstrating knowledge of principles and methods of standards-based curriculum planning and development (e.g., creating curriculum maps)
- d) understanding the educational implications of student differences (e.g., cultural background, home language, disabilities, family characteristics, learning style)
- e) demonstrating knowledge of how to plan, organize, and supervise curriculum and instruction to meet New York State learning standards, fulfill the educational vision, facilitate interdisciplinary learning, and prepare students for life in a multicultural society
- f) demonstrating knowledge of practices that support a positive school culture of authentic learning and growth, sustain a culture of equity and diversity, and provide a safe, caring environment for students
- g) demonstrating knowledge of classroom structures, schedules, and grouping approaches that support teaching and learning goals

0002 - Recognize effective instruction and assessment and procedures for establishing high standards and expectations for students and staff.

For example:

- a) applying knowledge of various research-based instructional approaches and strategies to promote student learning
- b) demonstrating knowledge of the uses, benefits, and limitations of various types of formal and informal assessment
- c) understanding procedures for implementing sound assessment practices and for using assessment results to further the school's vision and shape improvements
- d) understanding the significance of student diversity (e.g., cultural diversity, language diversity, exceptionalities) for instruction and assessment and strategies for providing instruction and assessment that are responsive to students' diverse characteristics and needs
- e) demonstrating knowledge of instructional technology and procedures for working with other school and district professionals to integrate technology into instruction and assessment
- f) utilizing methods for communicating to the school community, both directly and indirectly, high standards and expectations for oneself, school staff, and students
- g) demonstrating knowledge of the role of standards and expectations for students and teachers in promoting achievement of shared goals and fulfilling the educational vision
- h) understanding strategies for clearly defining staff roles and responsibilities and for encouraging a school culture that promotes excellence and supports informed risk taking to achieve goals

0003 - Understand effective methods for providing support to students.

For example:

- a) demonstrating an understanding of methods for identifying, marshaling, and leveraging internal and external resources to support student learning
- b) understanding methods for gathering information about student needs through background research, incisive questioning, and perceptive analysis
- c) demonstrating an understanding of procedures for working with staff, students, communities, and families to plan and manage activity programs to meet students' academic, athletic, cultural, developmental, leadership, and social needs
- d) recognizing procedures for using internal and external resources to provide support services for students, including students with disabilities, students who are English language learners, and at-risk student populations
- e) recognizing the characteristics of effective guidance/counseling programs and student discipline codes
- f) recognizing procedures for building mutually beneficial collaborative relationships with social service and health service providers and others to meet the needs of students
- g) demonstrating an understanding of procedures for maintaining a safe, secure, healthy, and supportive learning environment for all students, including effective management of student discipline issues
- h) demonstrating an understanding of the warning signs of violence and other troubling behaviors, strategies for preventing school violence, techniques for intervening in situations involving school violence, and procedures for consulting with police and emergency services

(School Building Leader Assessment Framework - Test Code 101)

Student Learning Outcomes and Assessments

<i>Outcomes</i>	<i>Assessments</i>
Participants will: A. know and understand theories, principles and concepts of 1. trends and techniques of curriculum planning for early childhood through secondary schools 2. adaptation of curriculum to deal with individual differences and meet special needs 3. the role of the teacher, supervisor and principal in meeting curriculum standards and adapting curriculum for effective instructional delivery 4. study of curriculum issues related to instructional delivery and instructional leadership including technological enhancements.	1-4. Selections and choices from readings, viewings, and written submissions; leadership activity assignments, learning exhibit project, on-line selections
B. be able to: 1. design developmentally appropriate curriculum 2. critique and design developmentally appropriate learning environments 3. align and match standards, learning and assessment 4. design a plan to implement learning based on the standards and that begins with reality and has life-long benefits for students. 5. effectively communicate learning in oral and written presentations 6. access resources using technology 7. use technology to work collaboratively and effectively with others 8. demonstrate curriculum leadership abilities in leading learning "back home"	Design and present a year-long and unit curriculum plan including outcomes, assessments, and strategies. Read and present researched programs for effective instruction and learning. Develop, revise, and present orally and in writing personal educational vision. Incorporate developmentally appropriate technology websites in curriculum plan Use Blackboard and other web-sites to locate and access information. Keep a log of curriculum leadership activities.
C. be disposed to: 1. personal mastery 2. critical and creative thinking 3. learn from a variety of sources	1-6 Class participation, attendance, in class and "back home" discussions/sharing, assignments, readings, collaborative course and curriculum leadership project,

<i>Outcomes</i>	<i>Assessments</i>
4. hold an experimental frame of mind	application of school building leader standards; personal learning plan
5. apply learnings to "real life"	
6. contribute to group learning and share learning	

Course Requirements and Expectations

1. **Attendance and punctuality**
punctuality, in-class and on-line attendance, preparation for and participation in class and on-line activities; participation in class discussions, contributions to group learning
2. **Leadership Activities, and Personal Learning Plan**
Leadership Activities - Work with at least one colleague back at school to develop the curriculum plan. Assignments will be given after each class session.
Personal Learning Plan - Reflection on what experiences and knowledge you brought to the class, what you want to learn in this class and your plan for learning, what you learned in this class and the resources you used, and what you still need to learn and your plan to meet this need. (after the final class)
3. **In-Class Collaborative Learning Activities:**
Blackboard assignments, leadership sharing, in class collaboration projects.
4. **Application to Current Position:**
Curriculum Plan - collaborative plan with at least one colleague "back home" in development of a year long and unit plan for specific grade levels and subject. A class oral and visual presentation will be given on June 21.
5. **Vision of Learning Statement:** Develop and articulate your personal vision of learning statement that will promote the success of all students.
6. **Contributions Beyond Course Requirements:**
Suggested leadership activities, sharing with colleagues resources and information, graduate level writing, application of leadership principles in class, etc.

Grading: A: 93-100% B: 85-92% C: 77-84% D: 70-76 F: less than 70

+’s and -’s will be instructor option based on quality of work; timeliness of submissions; spelling, grammar, punctuation, following directions, evidence provided of leading self, evidence provided of applying leadership principles "back home," contributing to group learning, etc.,

ED 745 Proposed Schedule of Course Activities

Session	Class Activities/Topics	ISLCC, Domains of Performance, SBL* (*assessment framework)	Assessments
1	FQ: How is curriculum developed? • Leadership Standards: ISLCC, SBL, NYS • Manhattan College EDUC 745 course description • Identify intended outcomes • Create matching assessments • Examine year long plan and unit plans	ISLCC - 1	Readings - DiPaola & Hoy - Ch. Ozar - Ch. 1-6 Leadership Activity - Invite a colleague to work with you in the curriculum leadership activity. Assignment In reading Ozar, review your knowledge of Bloom's taxonomy and process verbs.
2	FQ: What is my educational vision and why do I support it? • Examine district vision • "visit" schools within Bronx District 10 - gather data on elementary, middle, and high school - test results (English, math) - attendance - teacher certification • examine district and school goals - or propose goals based on data • create/or propose vision of learning for your school	ISLCC - 1 DoP - 4	Readings - DiPaola & Hoy - Ch. 1-3 Ozar - Ch. Leadership Activity - Gather data on your school and district; create the vision of learning and goals for your school Assignment Complete Part A of Curriculum Development Plan
3	FQ: Which research based learning theory would best support the students in my school? • Theories of Learning • Trends & techniques of curriculum planning - brain based - ubd - pbl - cooperative learning • Presentations on researched curriculum theories	ISLCC - 2 DoP - 1 & 2 (#s 1-9) SBL - 101: 0001-0002	Readings - DiPaola & Hoy - Ch. 4 Ozar - Ch. 9 Leadership Activity - Select with your colleague the learning theory and technique on which you will base your curriculum planning Assignment Complete Parts B and C of Curriculum Development Plan
4	FQ: Which Common Core Standards are required for NYS schools? • On-line class Bringing the Common Core to Life: Invitation to Common Core Virtual Event on Thursday, April 28, 2011 Attend the archived version of the April 28th presentation at http://usny.nysed.gov/rttt/resources/bring	ISLCC - 2 DoP - 1 & 2 SBL - 101 0001-0002	Readings - DiPaola & Hoy - Ch. 10 Ozar - Ch. Leadership Activity - Share the Common Core presentation with colleague; decide on grade levels for year long and unit plans; create timeline for completion for June 21 st class Assignment Work with your colleague on

Session	Class Activities/Topics	ISLCC, Domains of Performance, SBL* (*assessment framework)	Assessments
	ing-the-common-core-to-life.html		Section D of Curriculum Development Plan
5	FQ: How do I align outcomes and assessments in creating the year long plan? • Overview of the Common Core Learning Standards for English Language Arts and Literacy • Examine and develop parts of year long plan	ISLCC - 3 & 5 DoP - 3 (#s 10-13) SBL - 101 0003	Readings - DiPaola & Hoy - Ch. 6 - pp. 105-111 Ozar - Ch. 7 & 8 Leadership Activity - Create your year long plans Assignment Continue developing Section D
6	FQ: How do I align outcomes, assessments, and strategies in developing a unit plan? • Overview of the Common Core learning Standards for Mathematics • Examine and develop parts of unit plan • Focus on grade level alignment	ISLCC - 4 DoP - 4 & 5 (#s 14-20)	Readings - DiPaola & Hoy - Ozar - Ch. 11 Leadership Activity - Create your unit plans Assignment Complete Section D
7	FQ: How do I assess curriculum development? • Class presentations on Sections A-D • Feed forward on development plans	ISLCC - 1 & 4 DoP - 4 & 5 (#s 14-20)	Readings - DiPaola & Hoy - Appendix A3 Ozar - Leadership Activity - Determine a plan for teacher development for creating plans; analyze and reflect on curriculum development plan Assignment Complete Sections E and F
8	FQ: Now that I am finished, how do I begin again? • Review/sharing of sections E and F	ISLCC - 1 & 4	

Assignment and Assessment Details: APA format required for written submissions (when applicable).

1. Leadership Activities

The purpose of the leadership activity is to lead learning from the position you have with colleagues "back home". In this course the leadership activities will include working with one or two colleagues - the teacher who teaches the grade ahead of you and the teacher who teaches the grade behind you within the content area you select. These leadership activities will give you the opportunity to work with colleagues with whom you can discuss the development of the course project: the Curriculum Development Plan. A log of leadership activities is kept for each activity and submitted at the end of this course for review.

2. Curriculum Development Plan

Task Summary

Overview

For this task you will conduct the following leadership activities:

- A. Gather and analyze data on your school, and identify a curricula area in need of improvement.
- B. Create or support an educational vision based on the data, and develop educational goals that support the vision.
- C. Select a research based curriculum learning plan technique for developing your curriculum plan.
- D. Create a year long and unit curriculum plan in a specific content area for two consecutive grade levels.
- E. Develop a plan for implementing curriculum planning within your school
- F. Analyze and reflect on the development of the plan and create a personal learning plan to continue your own learning in curriculum development and adaptation.

For this task you must use New York State (English Language Arts and Math) or the National Standards to create the year long and unit plans that give evidence of:

- Developmentally appropriate aligned outcomes, assessments, and strategies
- Differentiated instruction for three levels: approaching, on, and beyond (including, but not limited to special needs, gifted, ESL, multi-cultural)
- Technological enhancements.

The written copy of the curriculum plan will be presented using the given template.

3. Vision of Learning

Education leaders are accountable and have unique responsibility for developing and implementing a vision of learning to guide organizational decisions and actions....Leaders engage the community to reach consensus about vision....While leaders engage others in developing and implementing the vision...it is undeniably their responsibility to advocate for and act to increase equity and social justice.

(ISLLC Performance Expectation 1: Vision, Mission, Goals)

Develop and present your educational vision. Include how you will plan, organize, and supervise curriculum and instruction to meet learning standards, incorporate practices that support a positive school culture of authentic learning and growth, sustain a culture of equity and diversity, and provide a safe, caring environment for students. (Blackboard)

4. Communication

Educational leaders communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and build support for improving student achievement.

(NYS Content Requirements - 3)

Throughout this course participants will be given ample opportunities to practice communication. Oral communication should be delivered in a clear fashion, with a full understanding of and connection to the audience. Timing, pace and voice control should be excellent. All points are clearly made and questions answered confidently. With oral presentations the presenter is completely prepared and obviously well-rehearsed. Rules of grammar, usage and punctuation are followed in written communication. Spelling and word choices are correct. Language is clear and precise; sentences display consistently strong, varied structure. The assignment is the appropriate length.

Communication will be practiced in the following ways: oral and written responses in class; written assignments outside of class; written assignments including but not limited to curriculum plan, educational vision, class attendance reflection, pre- and post-test; oral presentations including but not limited to researched curriculum program, educational vision, curriculum plan.

6. Readings

The textbooks for this course are required reading. In addition to these assigned readings, it is expected that you will read other scholarly journals that will contribute to your understanding and application of the principles and theories of this course. Other readings may be assigned.

7. Log of Curriculum Leadership Activities - use approved form

(Log of Course Related Internship Activities)

The log is your record of time spent as you progress through each course. The exercise has multiple purposes: it is an opportunity to lead self by comparing time spent with time planned; it is evidence that the time you spend in learning outside of scheduled class time is substantial and worthy of graduate studies; it is an opportunity to examine the congruence between time spent and quality of output.

8. Evidence of Course Related Learning and Results of Internship Activities (portfolio)

Copies of logs and all curriculum leadership assignments and projects, as well as the Personal Learning Plan become part of this portfolio.

9. Personal Learning Plan

This one page plan enables you to plan the next steps to continue learning from this course. Reflect on your strengths and weaknesses in curriculum development. Identify one or more skills or practices you plan to improve that relate to curriculum development. The plan will follow the SMART format: specific goal, measurable - states when the goal will be accomplished, attainable - explains how the goal will be met, relevant - shows how goal relates to on-going professional development to become more proficient in curriculum development, trackable - explains what evidence will result from this plan. The one page template is in Blackboard assignments.