

**EDUG 745 Curriculum Development and Adaptation
Spring 2013**

Instructor: Sr. Mary Ann Jacobs, SCC
Email: maryann.jacobs@manhattan.edu
Class Time: Monday -4:40-6:30 PM

Office: Memorial 411
Voice: 718-862-7272
Office Hours: Monday 4:00-4:30 PM
(class days – by appointment)

Course Description:

EDUG 745. Curriculum Development and Adaptation. 3 Credits.

Principles, trends, and techniques of curriculum planning for early childhood through secondary schools; adaptation of curriculum to differentiate instruction and meet special needs including those of English language; the role of the teacher, district and local supervisor and principal in meeting state curriculum standards and adapting curriculum for effective instructional delivery; study of curriculum issues related to instructional delivery and instructional leadership including technological enhancements. Emphasis on standards based teaching and learning that assists students to meet state standards, including those with special needs, and English language learners. Course related leadership activities required.

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:

Downloadable Resources:

- [New York State Prekindergarten Foundation for the Common Core](#)
- [New York State P-12 Common Core Learning Standards for English Language Arts and Literacy](#)
- [New York State P-12 Common Core Learning Standards for Mathematics](#)

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.

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:

- [School Building Leader Assessment Design and Framework](#) 

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	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

Outcomes	Assessments
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”	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 4. hold an experimental frame of mind 5. apply learnings to "real life" 6. contribute to group learning and share learning	1-6 Class participation, attendance, in class and “back home” discussions/sharing, assignments, readings, collaborative course and curriculum leadership project, application of school building leader standards; personal learning plan

Course Requirements and Expectations

1. **Class Contribution (30%)**
 punctuality, in class attendance, preparation for and participation in class activities, assignments, and class discussions; contributions to group learning; reading and on-line assignments; collaborating with colleagues; holding an experimental frame of mind, applying learning to real life situations. Due to the intensity of course content, missed classes and/or lateness will be subject to grade reductions. You are responsible for all class presentations including face-to-face classes and on-line classes.
2. **Course Related Leadership Activity (30%)**
 Throughout this course you will apply your learnings in the development of a curriculum yearlong and unit plan. You will select one school that you will use for this field work project and work with at least two colleagues in the development of this project. The project will have a written, oral, and visual presentation.
3. **Case Analysis (30%)**
 Present assessment case analyses based on the rubric. Due to the intensity and regularity of assignments, any items submitted past the due date will be subject to grade reductions.
4. **Personal Learning Plan (10%)**
 prepare and present learnings of the course and on-going learning plan in the area of assessment

Grading:

The grades used to indicate the quality of the student's performance in every course are as follows: A means excellent (highly effective), B means good (effective), C means satisfactory (developing), D means poor but passing (ineffective). F means failing. For the purpose of computing grade point averages, the corresponding numerical equivalents for letter grades will be used:

Grade	Quality Points	Grade	Quality Points
A	4.0	C+	2.33
A-	3.67	C	2.0
B+	3.33	C-	1.67
B	3.0	D+	1.33
B-	2.67	D	1.0
		F	0.0

Highly Effective

Overall performance and results exceed standards.

Effective

Overall performance and results meet standards.

Developing

Overall performance and results need improvement in order to meet standards.

Ineffective

Overall performance and results do not meet standards.

(based on NYS APPR Provisions – March 2012)

EDUG 745 Proposed Schedule of Course Activities

Sessions	Class Activities/Topics	Assessments
1/21	On-Line Class – 6 Shifts (refer to Moodle)	Readings – Reading Assignment 1 – (Moodle) Assignment – be prepared to share your response to this reading in our next class
1/28	School Analysis – Case Study 32	Readings – DiPaola & Hoy – Chapters 1-3 Assignment – Task A
2/4	Educational Vision – Case Study 2	Readings – DiPaola & Hoy – Chapter 4 Assignment – Task B
2/11	Trends & Techniques for Curriculum Development	Readings – Ozar – Chapters 1-6 Assignment – Task C brainstorming
2/18	On-Line Class – Task C – Research (refer to Moodle)	Readings – Ozar – Chapter 9 Assignment – complete Task C – <i>Be prepared to give a ten minute presentation on your chosen research-based technique</i>
2/25	Research Based Techniques - presentations	Readings – Ozar – Chapters 7-8; DiPaola & Hoy – Ch. 6 – pp. 105-111 Assignment
3/4	Year-Long Planning	Readings – Ozar – Chapter 11 Assignment – Task D – part 1
3/11	Unit Planning	Readings – DiPaola & Hoy – Appendix A3 Assignment – Task D – part 2
3/18	On-Line Class – examine curriculum samples (refer to Moodle)	Readings – refer to Moodle Assignment – Continue Task D
3/25 – OR 4/1	On-Line Class – curriculum exemplars (refer to Moodle)	Readings – refer to Moodle Assignment – Complete Task D
4/8	Roles in Curriculum Development	Readings – refer to Moodle

		Assignment
4/15	Implementation of Curriculum Planning	Readings – Assignment – Task E
4/22	Curriculum Plans - presentations	
4/29	Curriculum Plans - presentations	Readings – Assignment – Task F
5/6	Next Steps in Curriculum Development and Adaptation - SLOs	Submit CRLA cover sheet and log

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. (Tasks C and D)

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. (Task B)

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: case analysis; oral and written responses in class; written assignments outside of class; written assignments including but not limited to curriculum plan, educational vision; oral presentations including but not limited to researched curriculum program, educational vision, and curriculum plan.

5. Readings

The textbooks and on-line readings 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.

6. 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.

7. 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: **s**pecific goal, **m**asurable – states when the goal will be accomplished, **a**ttainable – explains how the goal will be met, **r**elevant – shows how goal relates to on-going professional development to become more proficient in curriculum development, **t**rackable – explains what evidence will result from this plan. (Task F)

Bibliography

- (2000, September). How to differentiate instruction. *Educational Leadership*, 58.
- (2001a, November). Understanding learning differences. *Educational Leadership*, 59.
- (2001b, October). What should we teach? *Educational Leadership*, 59.
- Barber, J., Barrett, K., Beals, K., Bergman, L., & Diamond, M. C. (2000). *Learning about learning: GEMS teacher's guide grades 6-8*. Berkeley, CA: University of California.
- Brady, M. (1989). *What's worth teaching: Selecting, organizing, and integrating knowledge*. Albany, NY: State University of New York Press.
- Branford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Caine, R. N., & Caine, G. (1994). *Making connections: teaching and the human brain*. New York, NY: Addison-Wesley Innovative Learning Publications.
- Danielson, C. (2002). *Enhancing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Given, B. K. (2002). *Teaching to the brain's natural learning systems*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C. D. (2002). *Leadership for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hart, L. (1999). *Human brain and human learning*. Kent, WA: Books for Educators.
- Lowery, L. F. (1999). *Thinking and learning: Matching developmental stages with curriculum and instruction*. Kent, WA: Books for Educators.
- McGeehan, J. R. (Ed.). (1998). *Transformations: Leadership for brain-compatible learning*. Kent, WA: Books for Educators.
- Perkins, D. (1992). *Smart Schools: Better thinking and learning for every child*. New York, NY: Free Press.

Simkins, M., Cole, K., Tavalin, F., & Means, B. (2002). *Increasing student learning through multimedia projects*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stigler, J. W., & Hiebert, J. (1999). *The teaching gap*. New York, NY: Free Press.

Strong, R. W., Silver, H. F., & Perini, M. J. (2001). *Teaching what matters most: Standards and strategies for raising student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tishman, S., Perkins, D. N., & Jay, E. (1995). *The thinking classroom: Learning and teaching in a culture of thinking*. Boston, MA: Allyn and Bacon.