

EDFL 501: Curriculum Development Summer 2007

8:30 – 11:30 am Mon.-Thur.

Instructor: Judy Keeney, M.A.

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Office Hours: M-TH 12:00-2:00 pm - by appointment

Classroom: Stevens Center #109

Phone: 503 554 2857 (work)

Course Description:

This course will focus on designing curriculum units and instructional plans for a standards-based curriculum while utilizing research-based best practices for teaching and learning. There will be an emphasis on the development and implementation of an integrated interdisciplinary unit for your specific teaching assignment that utilizes concept-based curriculum strategies and instructional techniques to “teach beyond the facts”. In addition, there may be some group investigations and responses to various contemporary curriculum issues that challenge today’s teachers.

Grading for EDFL 501: EDFL 501 is a graded course. The satisfactory completion of **all** course requirements with corresponding point totals will result in the appropriate grade assigned for the course.

Course Assessments

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| • “Best Practice” Reflection Essays (4) | 20% | (Due: 6/19, 6/20, 6/21, 6/25) |
| • Response Essay on Erickson’s Work (1) | 10% | (Due: 6/27) |
| “Concept-Based Curriculum & Instruction” | | |
| • Unit Plan – rough draft | 10% | (Due 6/28) |
| • Class participation / attendance | 15% | (daily) |
| • Integrated, Interdisciplinary Unit
Class Presentation (colleague feedback) | 25% | (7/1 or 7/2) |
| • Integrated, Interdisciplinary Unit
Handouts / Outline for class colleagues (written) | 20% | (Due no later than 7/2 or 7/3) |

Preparing and supporting professionals who think critically, transform practice, and promote justice.

Course Objectives (EDFL 501):

Course Objective	INTASC ¹	TSPC ²	Assessment	Conceptual Framework
1. Explore methods of planning and delivering instruction.	#2 Student Learning #3 Diverse Learners #4 Instructional Strategies #7 Planning Instruction	#1 Plan for Instruction a, b, c, d, e, f, g	<ul style="list-style-type: none"> • Work Sample+ 	<ul style="list-style-type: none"> • T P • P J • T C
2. Explore strategies and purposes for assessment of student work that transforms practice.	#8 Assessment	#4 Assessment a, b, c, d	<ul style="list-style-type: none"> • Project • Work Sample 	<ul style="list-style-type: none"> • T P • T C
3. Design a unit of instruction with special attention paid to the formulation of essential questions, instructional strategies, and assessment of student learning.	#2 Student Learning #4 Instructional Strategies #7 Planning Instruction #8 Assessment	#1 Plan for Instruction a, b, c, d, e, f, g #3 Standards Based Teaching a, b, c, d, e, f #4 Assessment a, b, c, d	<ul style="list-style-type: none"> • Work Sample+ 	<ul style="list-style-type: none"> • T C • T P • P J
4. Explore ways in which students are diverse*	#2 Student Learning #3 Diverse Learners	#2 Establish Classroom Climate a, b, c, d, e, f, g	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • P J • T P • T C
5. Explore the dynamics of the regular classroom through a 30-hour field experience	# 9 Reflection and Professional Development	# 5 Professional Behavior d, e	<ul style="list-style-type: none"> • Journal & Synthesis paper 	<ul style="list-style-type: none"> • T C • T P • P J

¹ Interstate New Teacher Assessment and Support Consortium Standards:
<http://tera.teralink.com/~shar/Portfolio/INTASC.html>

¹ Oregon Teachers Standards and Practices Commission

* GFU undergraduate diversity competency #2 "Value differences in diverse groups of people +ISTE technology standard 1.2

Conceptual Framework: *Preparing and supporting professionals who think critically, transform practice, and promote justice.*

<u><i>Think Critically</i></u>	<u><i>Transform Practice</i></u>	<u><i>Promote Justice</i></u>
<ul style="list-style-type: none"> • Love learning • Seek multiple perspectives • Imagine possibilities • Anticipate paradigm shifts • Make inferences • Formulate wise decisions 	<ul style="list-style-type: none"> • Share knowledge • Conduct research • Use technology • Enhance learning • Lead effectively 	<ul style="list-style-type: none"> • Believe all can learn • Advocate for all learners • Develop empathy • Confront oppression • Promote ethical practice • Be a responsible citizen

INTASC Principles:

Standard 1: Subject Matter Standard 2: Student Learning Standard 3: Diverse Learners Standard 4: Instructional Strategies Standard 5: Learning Environment	Standard 6: Communication Standard 7: Planning Instruction Standard 8: Assessment Standard 9: Reflection and Professional Development Standard 10: Collaboration, Ethics, and Relationships
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Course Goals:

- To understand the impact that standards-based curriculum has on instruction, assessment and a concept-based approach to curriculum.
- To explore curriculum, assessment and instructional practices that support and improve student learning.
- To understand the “how and why” to creating concept-based curriculum units of study.
- To understand the role and benefits that group facilitation plays in the development of curriculum.
- To understand the role of differentiated curriculum and instruction in today’s classrooms.
- To explore and utilize a variety of instructional strategies and materials that will enhance and strengthen curriculum development and facilitate learning for students.
- To understand how to use synthesizing techniques to design one integrated, interdisciplinary unit of study utilizing concept-based curriculum and instructional strategies that support improved student retention and academic performance.
- To understand the nature of curriculum and how it is influenced by a variety of factors both within and outside of the school.

Required Texts:

1. Zemelman, Daniels, and Hyde. Best Practice New Standards for Teaching and Learning in America’s Schools, Third Edition. Heinemann, 2005.
2. Erickson, H. Lynn. Concept-Based Curriculum and Instruction – Teaching Beyond the Facts. Corwin Press, Inc., 2002

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Supportive Materials:

Erickson, H. Lynn. Stirring the Head, Heart, and Soul. Corwin Press, 2000

Tomlinson, Carol Ann. The Differentiated Classroom. ASCD, 1999

Tomlinson, Carol Ann, McTighe, Jay. Integrating Differentiated Instruction & Understanding By Design. ASCD, 2006

Marzano, Pickering, and Pollock. Classroom Instruction that Works. ASCD, 2001

Oregon Dept. of Education: Oregon's Content Standards. www.ode.state.or.us

Tomlinson, Kaplan, Renzulli, Purcell, Leppien and Burns. The Parallel Curriculum. Corwin Press, 2002

Wong, H & Wong, R How To Be An Effective Teacher – First Days of School.
Harry K Wong Publications, Inc. 1998

Zmuda, Kuklis, and Kline. Transforming Schools – Creating a Culture of Continuous Improvement.
ASCD, 2004.

Course Calendar: *(Adjustments may be made in course calendar to accommodate student needs.)*

<u>Date</u>	<u>Topic</u>	<u>Activity</u>
Mon, June 18	Introduction	Welcome/Introductions Calendar Review
	Oregon Standards	Overview of syllabus, texts, assignments What is curriculum? Jigsaw activity with ASDC journal article. Meeting Standards: State/Dist/School
	“Best Practice” Written Assignment	Read: “Best Practice” pages v-105 Reflection Essay: Reading & Writing

Tues, June 19	“Best Practice”	Share and discuss reflection essays on Reading and Writing best practice.
	Curriculum Mapping	How does this facilitate curriculum planning and development? Strengthen instruction?
	Differentiated Curriculum & Instruction	Discussion of Tomlinson's work
	“Best Practice” Written Assignment	Read: “Best Practice” pages 106-169 Reflection Essay: Math & Science

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Wed, June 20	“Best Practice”	Share and discuss reflection essays on Math & Science best practice.
	Differentiated Curriculum & Instruction	Discussion of Tomlinson’s work (continued)
	“Best Practice” Written Assignment	Read: “Best Practice” pages 170-226 Reflection Essay: Soc Studies & Arts
Thurs, June 21	“Best Practice”	Share and discuss reflection essays on Soc Studies & Arts best practice.
	Differentiated Curriculum & Instruction	Discussion of Tomlinson’s work (continued)
	Bloom’s Taxonomy Multiple Intelligences	How does Bloom’s and Gardner’s work impact curriculum planning & instruction?
	“Best Practice” Written Assignment	Read: “Best Practice” pages 227-327 Reflection Essay: Classroom Structure, Transitions and Evaluations/Assessment
Mon, June 25	“Best Practice”	Share and discuss reflection essays on Classroom Structure, Transitions and Evaluation/Assessment.
	Authentic Assessment	How to design authentic assessments with appropriate scoring guide criteria.
	“Concept-Based Curriculum” Assignment	Read: pages vii – 62 Come to class prepared to <u>discuss</u> the author’s belief about the role of standards to ensure coherence in curriculum – do you agree/disagree; why or why not? Discussion about the class project – the integrated, interdisciplinary curriculum unit of study applicable to your current teaching assignment.
Tues, June 26	“Concept-Based Curriculum”	Share and discuss Erickson’s work as it relates to established curriculum standards.
		Continued discussion of class project (as needed for clarification)
	“Concept-Based Curriculum” Written Assignment	Read: pages 63-166 Response Essay: “Hurdles Faced by Teachers when Designing Concept-Based Integrated, Interdisciplinary Curriculum Units of Study” (This essay should serve a dual purpose: summary of text and analysis of the process.) Begin “rough draft” of class project.

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Wed, June 27	“Concept-Based Curriculum”	Share and discuss responsive essays of Erickson’s work on concept-based curriculum. Continued discussion of class project (as needed for clarification)
	Assignment	Develop a rough draft plan for your proposed integrated, interdisciplinary curriculum unit of study applicable to your current teaching assignment.
Thurs, June 28	Class Projects	Come to this class session prepared to share your rough draft plan for your integrated, interdisciplinary curriculum unit of study. Your colleagues in this course will come prepared to give you feedback and insights that will strengthen your proposal.
Mon, July 2 Tues, July 3	Unit Presentations (Class Projects)	Student presentations of integrated, interdisciplinary curriculum units of study. Prepare brief handout/outline of your unit to distribute to class members. Questions, answers, assessment feedback from class members. Course evaluations; summary comments.

My Expectations of You:

- Attend all class sessions.
- Come to class prepared. Please read the assigned readings and have your assignments ready to turn in on time. Written work should be high quality writing with appropriate use of conventions.
- Share responsibility for creating a class climate where everyone learns from one another and has an opportunity to share his/her expertise.
- Inform instructor ahead of time if you will be unable to attend a particular class session. Unexcused absences will hinder your final grade. Class participation is expected for you to meet the goals and objectives of this course. Listening, responding to questions, being prepared and contribution to or leading discussions are all associated with class participation. Bring your textbooks/assigned readings, assignments and required materials to each class session.

You Can Expect from Me:

- Come to class prepared, be responsive to student needs and provide opportunities for you to give feedback on this course.
- To treat you the way I would like to be treated.
- To be available to assist students with the coursework.

If you will not complete all work when it is assigned, it is your responsibility to request an “Incomplete” from the Registrar’s Office. Please see the GFU graduate catalog available online for further details: <http://www.georgefox.edu/catalog/graduate/pdf>

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Course Requirements

1) Best Practice Reflection Essays

Each of these four (4) written reflection essays will be your thinking and responses to specific portions of the Best Practice textbook. Please think honestly and analytically about how these practices are utilized in your school and/ classroom – or if you are not currently a practitioner in the profession, describe how you would feel or respond to the effectiveness of these best practices for instruction and curriculum development. Be prepared to support your responses in a thoughtful, and preferably research-based manner. A response such as: “At my school, we have never taught reading and writing in this manner, so I don’t think it would work well or be effective with students.” Is a poor and weak rationale for not carefully examining, analyzing and implementing some of the practices suggested in the text. As educators, we need to know why we do what we do; and, we need to be able to prove or support our premises that our practice is good for kids!

Each reflection essay should not exceed two typed pages. Be concise, clear and convincing! This written information will help you to lead a class discussion or to support/facilitate conversation with colleagues regarding best practice.

2) Concept-Based Curriculum Response Essay

This response essay will summarize the text and present your reactions to Erickson’s work and research on concept-based curriculum and instruction. Again, respond honestly and analytically; keep in mind your current assignment and school community that you serve. Put on your “critical lenses” as you pull your thoughts and ideas together.

This essay should not exceed two typed pages. Be concise, clear and convincing in responding to Erickson’s work. This written information will help you to lead a class discussion or to support/facilitate conversation with your colleagues in this course.

3) Integrated Interdisciplinary Unit of Study – Rough Draft

This will be an informal oral presentation to your colleagues about the unit of study that you plan to develop for this course. Your classmates will be responsive and provide you with feedback, suggestions, materials, websites, etc., that will strengthen your final project for this class.

4) Concept-Based Integrated Interdisciplinary Unit

Specific instructions on following page of syllabus.

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Integrated Interdisciplinary Unit
Individually Developed Unit of Study with Handout/Outline
(“scaffolding”)

“Instructional units that shed a conceptual lens on a topic of study force thinking to the integration level.” Erickson

1. ***Determine a unit theme.*** Plan an integrated, interdisciplinary unit of study that you can and will utilize in your professional assignment. Match all curriculum and instruction to the appropriate standards. Suggested minimum: 7-10 lessons
2. ***Web the topics for study by subject or area around the theme.*** Utilize Erickson’s work and web worksheets to facilitate your planning in this process.
3. ***Brainstorm essential understandings (generalizations).*** This will focus on what you would expect students to derive from this unit of study.
4. ***List processes (complex performances).*** Bullet the key skills to be emphasized in your planned unit of study.
5. ***Write instructional activities to engage all learners.*** Be sure to differentiate your curriculum and instruction. The instructional activities and questions should help students bridge to the essential understandings and generalizations of your unit. There should be evidence that you have utilized “Best Practices” research in planning, designing and implementing this instruction.
6. ***Plan a culminating activity (culminating performance).*** This will demonstrate the depth of the learning. This will answer the question, “What do I want student to know and be able to do as a result of this integrated, interdisciplinary unit of study?” This will encompass higher level thinking skills and the multiple intelligences.
7. ***Design authentic assessments.*** Authentic assessments should accompany your curriculum and instruction. Utilize a rubric or scoring guide with clearly defined criteria to assess student growth and understanding – especially with your culminating activity. Some additional types of assessments to measure on-going progress throughout the unit may be included. Be sure to include pre and post assessments.
8. ***Include demographics for the population and school community that your serve.***
9. ***Provide a bibliography.*** List resources, supplemental materials, websites, etc. that support your planned instruction.
10. ***Prepare a class presentation for your peers.*** During this time you will share your unit and your developmental experiences. Provide handouts for classmates. In turn, your colleagues will provide you with feedback.

This task is designed to be challenging, fun and supportive of your professional practice! Make it useable and useful.

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