Fairleigh Dickinson University
Peter Sammartino School of Education

EDUCATION 6702 CURRICULUM AND INSTRUCTION: THEORY AND PRACTICE (online version)

Professor: 
Office Hours: 
Times: 
Location: 
Phone: 
Email: 

Required Text
Required Text:


Course Description

The emphasis of this course will be on the relationship between models of curriculum design and effective instructional strategies. Procedures in supervision, design and implementation of curriculum, and technology integration relevant to state and national standards will be analyzed.

I. Course Objectives

Upon completion of this course, the successful candidate will be able to:

1. Create and write a curriculum designed for a district showing a depth of understanding and knowledge of the historical roots and the philosophic basis for contemporary curriculum theory and current instructional practices;
2. Compare and contrast educational theorist using a visual tool to represent the information;

3. Plan and prepare to conduct an in-service all day program to share views and theories of contemporary curriculum theories and implications of practices.

4. Incorporate standards, especially New Jersey Core Curriculum Content Standards in the curriculum design;

5. Analyze the historic and philosophic roots of contemporary curriculum theory and development.

NEW JERSEY STANDARDS

New Jersey Professional Standards for School Leaders

The following New Jersey Professional Standards for School Leaders and indicators which have been adopted from the ISLLC Standards 1, 2, 3 and 5 are primarily addressed in this course. For a complete list of all of the NJPSL, refer to http://www.state.nj.us/njded/rofdev/profstand/.

Standard One: School administrators shall be educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. /1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.14, 1.20, 1.28/

Knowledge:
* The administrator has knowledge and understanding of:
  • Learning goals in a pluralistic society
  • Information sources, data collection and data analysis strategies

Dispositions:
* The administrator believes in, values and is committed to:
  • The educability of all
  • A school vision of high standards of learning
  • Continuous school improvement
  • The inclusion of all members of the school community
  • Ensuring that students have knowledge, skills and values to become successful adults
  • A willingness to continuously examine one’s own assumptions, beliefs and practices
  • Doing the work required for high level personal and organizational performance

Standard Two: School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. /2.1, 2.4, 2.5, 2.6, 2.12, 2.13, 2.16, 2.21, 2.27, 2.31, 2.38/
Knowledge:
The administrator has knowledge and understanding of:
• Student growth and development
• Applied learning theories
• Applied motivational theories
• Curriculum design, implementation, evaluation and refinement
• Diversity and its meaning for educational programs
• The role of technology in promoting student learning and professional growth

Dispositions:
The administrator believes in, values, and is committed to:
• Student learning as the fundamental purpose of education
• The proposition that all students can learn
• The variety of ways in which students learn
• Life long learning for self and others
• Preparing students to be contributing members of society

Standard Three: School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. /3.1, 3.3, 3.6, 3.12, 3.14, 3.16, 3.17, 3.22, 3/25, 3.27/

Standard Four: School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.

Standard Five: School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner. / 5.2, 5.4, 5.8, 5.95.14, 5.15, 5.16, 5.19, 5.21, 5.22, 5.23, 5.29/  
Knowledge:
The administrator has knowledge and understanding of:
• The purpose of education and the role of leadership in modern society
• The philosophy and history of education

Dispositions:
The administrator believes in, values, and is committed to:
• The right of every student to a free, quality education
• Subordinating one’s interests to the good of the school community
• Bringing ethical principles to the decision making process
• Development of a caring school community

Standard Six: School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

New Jersey Professional Standards for Teachers

The following Professional Standards for Teachers and indicators are to be addressed in this course. Refer to http://www.state.nj.us/njded/prodev/profdev/profstand/ for a complete list of all of the indicators for each standard.
Standard One: SUBJECT MATTER KNOWLEDGE
Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards, and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. /1.1, 1.2, 1.3, 1.4, 1.6, 1.7/

Standard Two: HUMAN GROWTH & DEVELOPMENT
Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. / 2.1, 2.2, 2.3, 2.4, 2.8/

Standard Three: DIVERSE LEARNERS
Teachers shall understand the practice of culturally responsive teaching. / 3.1, 3.3, 3.4, 3.6, 3.10/

Standard Four: INSTRUCTIONAL PLANNING AND STRATEGIES
Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners. /4.1, 4.3, 4.4, 4.5, 4.8, 4.10, 4.11/

Standard Five: ASSESSMENT
Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. /5.1, 5.3, 5.4, 5.5, 5.7/

Standard Six: LEARNING ENVIRONMENT
Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. / 6.1, 6.2, 6.5, 6.7, 6.9, 6.10/

Standard Seven: SPECIAL NEEDS
Teachers shall adapts and modify instruction to accommodate the special learning needs of all children. /7.1, 7.3, 7.4, 7.7/

Standard Eight: COMMUNICATION
Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. / 8.1, 8.2, 8.3, 8.8/

Standard Nine: COLLABORATION & PARTNERSHIPS
Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. /9.1, 9.4, 9.5, 9.8/

Standard Ten: PROFESSIONAL DEVELOPMENT
Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to
grow professionally and establishing collegial relationships to enhance the teaching and learning process. /10.1, 10.2, 10.3, 10.7/

New Jersey Core Curriculum Content Standards

The New Jersey Core Curriculum Content Standards are an integral part of the process of educational leadership and are utilized as an important element in the development of highly qualified teachers and school leaders. FDU is committed to aligning professional practice to the NJCCCS.

II. Course Essential Questions:

• How does an educational leader’s philosophy influence his/her vision of teaching and learning, curriculum, instruction, assessment and professional development?

• What educational purposes should schools seek to attain? What is the relationship between educational purposes and curriculum?

• What is a democratic education? And what is an education for a democracy?

• How do we know when students know what we want them to know (New Jersey NJCCCS)? What evidence should be used and why should it be used? What role should accountability play in influencing curriculum and instruction?

• How is it possible to organize curriculum that reflects content standards (NJCCCS) without falling into the traps of “coverage,” “bloated curriculum” and “teaching to tests?”

III. COURSE TASKS and EVALUATION

List of sequence of the tasks and due dates. When one project ends, begin thinking about the next project. For example:

Finish Theorists (10/11) --> Begin Standards and Curriculum
Finish Standards and Curriculum (10/29) --> Begin Curriculum and Design
Finish Curriculum and Design (11/8) --> Begin Historical Foundations
Finish Historical Foundations (11/29) --> Begin Staff Inservice
Finish Staff Inservice (12/13)
TASKS TASKS EDUC 6702

TASK 1 - Discussion Board - The Cultural Café – online questions and responses

The conference lasts the entire semester and is the place for you to ask course related questions. This conference is not graded, however please introduce yourselves, present results of your educational philosophy (click on External Links and "What is Your Educational Philosophy?" if you have not completed survey), and welcome your classmates by replying to their introductions.

Introduce yourself by clicking on The Culture Café (above), then click, Add New Thread, introduce yourself and click submit. Please add photos if possible. You should also read others’ introductions and click reply to post a response to them. Complete your introductions as soon as possible, so we get to know you.

Task 2 - Discussion Board: District Philosophy, Vision, and Mission Statement – online questions and responses

This conference is based on reading:

* Your School District's Philosophy, Vision and Mission Statement (or a local school district).

Throughout this course on Curriculum and Instruction: Theory and Practice you will be involved in a great amount of “deep learning.” Deep learning is a product of profound and ongoing reflection. You will be asked to reflect on your present practices in teaching, your values and beliefs, as well as, understanding major philosophical viewpoints. These philosophical viewpoints that have emerged within the curriculum include traditional and conservative versus contemporary and existentialism. These general world philosophies have influenced educational theories. Analyze your school’s practices in reference to traditional and progressive conceptions of curriculum.

Discussion Board
Please examine and evaluate your school district's statement of philosophy, vision, and mission. Please discuss the connection between school’s mission/philosophy and actual school practice. Teaching, learning, and curriculum are all interwoven in our school practices and should reflect a school philosophy.

As you examine your school district, it is important to understand the philosophy
of school and community in order to make decisions and take action in your school. Reflect and respond to the following questions:

1. Do most people involved in the school embrace a common philosophy or do people hold different values and goals?
2. What are these implications on the range of views for your school’s growth and direction?

“Everyone’s philosophy wants to improve the educational process, to enhance the achievement of the learner, to produce better and more productive citizens and to improve society. “ (Ornstein & Hunkins, pg. 57) Some believe that “Philosophy is central to curriculum.” (pg. 30)

From the article, Pathways to reform: Start with values, Ferrero presents key questions for reflection about the importance of values, beliefs and culture to education.

What motivated me to go into teaching?
What do I think students should know and be able to do?
Who are the influences on my education philosophy?
Which colleagues share my vision?

Respond to the above questions by writing clearly & concisely. Use APA style to identify sources.

TASK 3 - Discussion Board: Standards and Curriculum Coverage – online questions and responses
This Conference is based on reading:

*Ornstein & Hunkins, Curriculum: Foundations, principles, and issues, chap. 5: Social foundations of curriculum

*Introduction to NJCCCS http://www.state.nj.us/njded/cccs/


*Nelson, George. Choosing content that's worth knowing.(2001,
In this conference you will evaluate social forces (whether from society at large and/or local community) that have a major influence on schools and in turn on curriculum decisions.

The above articles are illustrative of concepts or theories presented by Ornstein & Hunkins, chap. 5 on Social Foundations of Curriculum (pgs. 133-167).

Produce and submit a visual diagram considering the relationship between schools and society. You may use Microsoft Word Diagrams located under Insert that is on the Toolbar or Inspiration Software.

**TASK 4 - Discussion Board: Historical Foundations of Curriculum – online questions and responses**

This conference is based on viewing:
1. John Merrow’s videos on public education
2. PowerPoint presentation on John Dewey
3. PowerPoint presentation on Historical Education

This conference is based on the following readings:
* Dewey, John.(1997). Experience & Education. Touchstone, NY

As you reflect on your instructional quality of experiences, involving the connection to wider and deeper experiences, we should consider what matters the most in developing classroom practices and negotiating the curriculum to enhance student learning. As part of your written reflection, think about your “better experiences” on traditional and progressive education and the manner in which students learn, as important as what subject-matter they learn.

Also respond to Dewey’s “social control” and how you respond to social control experiences in the classroom.

Please include Rick Gordon’s ideas along with Dewey's idea of education in your responses.

Think about the following Essential Questions:

1. What is the purpose of public education?
2. Why is it important to know the historical foundation of curriculum?
3. How did American democratic ideas contribute to the rise of public schooling in...
the United States?

Take the time to understand the idea of principles and processes of curriculum that took shape after the turn of the twentieth century.

The veteran NewsHour education reporter John Merrow investigates education's headline-making issues, as well as those we do not hear about. In this documentary, *In Schools We Trust*, Merrow skillfully and objectively captures the drama and tension of the many sides of education issues within our schools.

To view *Merrow Report* go to Google, type "Resource: “Merrow Report”" On next screen click on underlined title to access source. On *Merrow Report* site scroll down to #3 *In Schools We Trust* and click on small video button to the right. Turn up your computer volume.

*In Schools We Trust* (video #3):
This video analyzes the 150-year record of public education since the first free one-room schools were created in the 1840s. Historic events are considered as part of educational history, including the launch of Sputnik and LBJ's War on Poverty. (1996)

Click Historical Foundations of Curriculum and participate in Dewey's Experience and Education, as well as, Ornstein's & Hunkins's chapter on The Field of Curriculum (pgs. 1-26)

*Experience and Education*
"Education is not an affair of 'telling' and being told, but an active and constructive process." Dewey

View "PowerPoint Attachment" on Dewey.

Experience & Education is an analysis of both “traditional” and “progressive” education. In *Experience & Education*, Dewey, an influential American philosopher, wrote his ideas for a “philosophy of experience and its relation to education." He considered education, the site of “cultural reproduction." Dewey’s general theory of what is culturally valuable enough in thought, feeling, and action as to deserve transmission to the next generation. What Dewey offers is philosophy as education. Dewey’s philosophy of education is extraordinarily comprehensive.

As educators who are not only accountable for students’ learning, we are also accountable for our own professional practice and development. Your profession is based in “personal experience” and education. Dewey has urged educators to be conscious of the learner’s whole experience when evaluating the quality of a specific educational practice.
As part of your reflection, write about your “better experiences” in traditional and progressive education and the manner in which you learned and the content you remembered.

This conference is based on:
*Dewey, John, Experience and Education: Chapters 5 – 8
  chap. 5: The Nature of Freedom
  chap. 6: The Meaning of Purpose
  chap. 7: Progressive Organization of Subject-Matter
  chap. 8: Experience – The Means and Goal of Education

*History of Education Video

The veteran NewsHour education reporter John Merrow investigates education’s headline-making issues, as well as those we do not hear about. In this documentary, In schools we trust, and others, Merrow skillfully and objectively captures the drama and tension of the many sides of education issues within our schools.

Analyzes the 150-year record of public education since the first free one-room schools were created in the 1840s. Historic events are considered as part of educational history, including the launch of Sputnik and LBJ’s War on Poverty. (1996)

Besides viewing the Merrow’s videos, you can read the historical foundations of curriculum in Hunkins & Ornstein, Curriculum foundations, principles and issues (Chapter 3 Historical Foundations of Curriculum).
This chapter includes:
* The Colonial Period
* The National Period
* Nineteenth-Century European Educators
* The Rise of Universal Education 1820-1920
* The Transitional Period: 1893-1918
* Curriculum as a Field is Born: 1918-1949
* Current Focus

View the PowerPoint attachment on the history of public education.

**TASK 5- Understanding by Design – Curricular Design - Project**

As a team you have discussed and created an Understanding by Design (UbD) Curriculum Framework using the 3-Stage "backward design":
1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction.

At this point, you will individually complete a curriculum design for a unit of study in a curricular area. The design requires you to examine some unit of curriculum in your school; then redesign it with the following general approaches of the design process:

* Establish goals or content standards
* Consider an important topic or content
* Consider an important skill or process
* Consider a favorite activity as evidence of understanding
* Consider a key text or resource
* Consider a significant test/assessment

**TASK 6 - Educational Theorist Presentation** – Comparison of Educational Theorists
You will read a selected work of a particular theorist/author and come to a consensus as to your common principles (compared to the selected theorist). You will create a presentation for your peers, comparing and contrasting a selected "theorist" to your "group's" vision. Discuss with your group, the principles of learning that the theorist presents. How do these principles reflect your group’s core beliefs about learning? Which ones are easiest or hardest to agree on?

To choose your author, click on Educational Theorist Presentation to view recommended reading list.

You may design a PowerPoint presentation and/or include resources from various weblinks, or any other creative way to inform your peers.

**TASK 7 - Staff Development for In-Service Day**

Scenario: You are a principal of a school and have noticed that some of your teachers are “covering” volumes of material without students' constructing or applying meaning. Plan a full In-service Day for teachers that will demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance.

Develop mini-workshops that will require teachers to think differently about developing their unit plans. Include an agenda and an overview for each workshop.
TASK POINTS

TASKS 1 – 2 – 3 Class Responses/Mini Questions…..30 points

TASK 4 Historical Curriculum Project..........................30 points

TASK 5 Understanding by Design Curriculum Unit …30 points

TASK 6. Educational Theorist Presentation...............30 points

TASK 7 Staff Development Project… .........................30 points

Total 150 points

The minimum passing grade for graduate programs is a C.

University/School of Education Policies Grades:

• Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

• Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

• Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

Attendance

• Students are required to regularly and actively participate in online class. Ongoing communication and participation are essential to academic progress. Therefore, Online class participation will be used in determining the final grade.
• The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:
  a. Attendance is required in all our classes
  b. 3 absences, grade drops by a half a grade
  c. 4 absences, grade drops by one full grade
  d. 5 absences, the student fails or withdraws from the class
Special Note: Online visits once per week unless notification via email to the professor concerning special absences online.

FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:
1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
2. Plagiarism—Representing the ideas or language of others as one's own.
3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. Interference—Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:
1. No Credit (0) or Failure for the academic exercise.
2. Reduced grade for the course.
3. A Failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed.
4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In
any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
2. Dismissal from the University. (from Student Handbook [http://inside.fdu.edu Fall 2006)

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

Recommended Reading
Selected author/readings for Author-Project Presentation


**Optional Reading**

**Other Suggested Readings**


Adler, Mortimer J. Six Great Ideas


External Resources

FDU Library
Under Research Tools, Click FDU Online Library
Click Academic Research Premium
Login
Find: Title of Article, Click Full Text
Click Search

A Nation At Risk

Understanding by Design

"Assessment of School-Based Management." Studies of Education Reform.

John Dewey

Curriculum Mapping
Building collaboration and communication

Assessments
The Merrow Report
Incredible video documentaries about current issues in education for K-12 educators and general audiences; 54 video programs (from 15 minutes to two hours in length).
Must preview.

Theorist
Weblinks