

EDCI 501 Curriculum and Instructional Strategies
Eastern Mennonite University
Master of Arts in Education
July 25-29, 2011

Credit Hours: 3 semester hours

Instructor: Myron E. Blosser
blosserm@emhs.net

Office: (540) 236-6018
Cell: (540) 421-4945

Class Schedule: Monday-Friday, 8:00 a.m.- 4:00 p.m.

Course Description: This course provides an introduction to initiation, development, delivery, and evaluation of curriculum. Curriculum is broadly defined and includes purposes, methods, and organization of time, space and resources available in schools as well as consideration of content and strategy. Strategies for teaching and assessment will be explored and demonstrated. Students will complete a curriculum development project that will be applicable to their individual settings.

Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Objectives (M.A. Program Outcomes): Upon successful completion of this course, the student will be able to:

1. analyze & evaluate curriculum models (S)
2. articulate and design curriculum aligned with state, school, and division standards that addresses the needs of individual students. This includes consideration of: (S, I, PK, C, Ca, L)
 - a. integrated, interdisciplinary, content
 - b. discipline based content
 - c. individualized instruction
 - d. schedule
 - e. methods and materials
3. develop a model which includes a curriculum map and delineates: (S, I, PK, L)
 - a. learning expectations
 - b. learner outcomes
 - c. effective, efficient instructional strategies
 - d. culturally responsive components
 - e. assessment measures
 - f. appropriate resources
4. demonstrate knowledge of research-based instructional strategies (S, PK, Ca, L)
5. demonstrate varied assessment strategies to measure learner outcomes (S, PK, L)
(Knowledge=1,2; Skills=3,4,5; Dispositions=3)

Reference Texts and Readings:

Gardner, H. (2007). *Five minds for the future*. Harvard Business School Press, Boston, MA.
Additional reading as assigned.
See attached list of resources.

Course Requirements:

Attendance (5%). As stated in the EMU Master of Arts in Education Handbook 2010-2011: “Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of six 50-minute periods or four 75 minute periods in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.” Please contact the instructor if any absence is anticipated.

Assigned Readings (5%). In preparation for class discussion you are expected to read pre-course and assigned readings. Additional outside reading on selected topics may also be expected. Daily activities and discussions should reflect this preparation.

Student Participation (30%). You are expected to function in a leadership capacity at various points in the course. This may involve such activities as giving short presentations, or participating in discussion groups (5%). Planning one opening activity and presenting a poster session are requirements during the class.

Opening Activity (10%): Share a quote from Parker Palmer’s *The Courage to Teach*, explaining its significance to you and select an activity, instructional strategy, or thought-provoking contribution in which to ‘open’ one session of the course; the strategy may be

a 'tried and true' approach you have previously used or something new you have discovered.

Theorist Presentation (5%) Sign up on Monday for a theorist to present on during class Thursday. You will be expected to present your findings as listed in the handout. No formal written summary is required. The use of presentation software is encouraged (Powerpoint, Prezi, etc)

Poster Session (10%): Discover a new instructional/assessment strategy applicable to your teaching that you have not previously used in your classroom. Design a poster to present on the last day of the course that explains the purpose of the strategy, a description of how/when the strategy is used, and a reference(s) according to APA 6th edition where further information can be obtained. Provide a brief handout of the information to give to your colleagues.

Curriculum Development Project (60%). The major assignment for this course is the development of a one-unit (10 lessons) curriculum project that is applicable to your particular setting. The project will include a narrative description, curriculum map, essential questions, research-based instructional strategies, multiple assessment methods, and a reference list.

Evaluation: Students will receive one grade for all components of the course based on the following criteria and grading scale:

Grade of A. Attendance at all sessions; initiative; clear evidence of planning and organization in group tasks; careful and reflective responses to assigned readings; a project that, in addition to including the requirements, shows evidence of breadth and depth of research, thought, and preparation. Deadlines met.

Grade of B. Attendance at most class sessions; active participation in group tasks; completion and response to assigned readings; completion of a project that includes all of the requirements and shows evidence of careful thought and preparation. Extra time required for completion.

Grade of C. Satisfactory completion of all requirements. Absences, little evidence of planning and organization in group tasks, incomplete or cursory reading of assigned materials. Assignments turned in late.

Below C. Failure to meet expectations in the course.

Grading Scale:

95-100 pts.	= A
91-94 pts.	= A-
88-90 pts.	= B+
84-87 pts.	= B
80-83 pts.	= B-
77-79 pts.	= C+
72-76 pts.	= C

Final course grades will be submitted to myEMU by August 26, 2011. If you require a grade prior to this date, please contact the professor.

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Knowledge Base:

The curriculum development ideas in this class rely heavily on materials and recommendations of the Association for Supervision and Curriculum Development (ASCD). Our program is informed by constructivist theory and we seek to help teachers appropriately guide their students' construction of knowledge.

We live in an era of standards and accountability and we also seek to help teachers navigate the storm of standards that separates knowledge into discrete bits, and high stakes testing that places stress on both students and teachers. The content knowledge which forms the curriculum maps that teachers will develop comes from the represented learned societies as well as state standards.

Resources:

The following is not a comprehensive list of resources. The expertise and breadth of experience of graduate students provides considerable knowledge as well. This list is preliminary and will be supplemented by student input.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Armstrong, D. G. (2003). *Curriculum today*. Upper Saddle River, NJ: Merrill Prentice Hall.

Armstrong, T. (2000). *Multiple intelligences in the classroom* (2nd ed.). Alexandria, VA: Association of Supervision and Curriculum Development.

Association for Supervision and Curriculum Development. (1999). *Curriculum mapping: Charting the course for content*. Alexandria, VA: Association of Supervision and Curriculum Development.

Banks, J. A. (1996). *Multicultural education, transformative knowledge, and action*. New York: Teacher's College Press.

Borich, G. D. (2000). *Effective teaching methods*. Columbus, OH: Merrill.

Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association of Supervision and Curriculum Development.

Cavallo, J., Myers, C., & O'Donnell, M. (2004, February). Honoring student voice for academic achievement. *Middle Ground*, 7-9.

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College.

Cole, R. R. (Ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association of Supervision and Curriculum Development.

Cooper, J. M. (2003). *Classroom teaching skills* (7th ed.). Boston: Houghton Mifflin.

Danielson, C. (1996). *Enhancing professional practice*. Alexandria, VA: Association of Supervision and Curriculum Development.

- Dalton, J., & Watson, M. (1997). *Among friends: Classrooms where caring and learning prevail*. Oakland, CA: Developmental Studies Center.
- Dilg, M. L. (1999). *Race and culture in the classroom: Teaching and learning through multicultural education*. New York: Teachers College Press.
- Freiberg, H. J., & Driscoll, A. (2000). *Universal teaching strategies* (3rd ed.). Boston: Allyn and Bacon.
- Gibson, J. T. (1999). *Developing strategies and practices for culturally diverse classrooms*. Norwood, MA: Christopher-Gordon.
- Goodlad, J. I. (1994). *What schools are for* (2nd ed). Phi Delta Kappa Educational Foundation.
- Harmin, M. (1998). *Strategies to inspire active learning*. Edwardsville, IL: Inspiring Strategy Institute.
- Henson, K. T. (2001). *Curriculum planning: Integrating multiculturalism, constructivism and curriculum reform*. Boston: McGraw Hill.
- Howard, G. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.
- Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum & assessment K-12*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: ASCD.
- Jensen, E. (1998). *Trainer's bonanza: Over 1000 fabulous tips & tools*. San Diego, CA: The Brain Store, Inc.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African-American children*. San Francisco: Jossey-Bass.
- Lasley, T. J., & Matczynski, T.J. (1997). *Strategies for teaching in a diverse society*. Boston: Wadsworth.
- Lazear, D. (1999). *Eight ways of teaching: The artistry of teaching with multiple intelligences* (3rd ed.). Arlington Heights, IL: Skylight.
- Lewin, L. (2001). *Using the Internet to strengthen curriculum*. Alexandria, VA: ASCD.
- Lewin, L., & Shoemaker, B. J. (1998). *Great performances: Creating classroom-based assessment tasks*. Alexandria, VA: ASCD.
- Liston, D. P., & Zeichner, K. M. (1996). *Culture and teaching*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Marsh, C. J., & Willis, G. (2003). *Curriculum: Alternative approaches, ongoing issues*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Miller, J. P. (1983). *The educational spectrum: Orientations to curriculum*. New York: Longman.
- Ornstein, A. C., & Behar-Hornstein, L. S. (1999). *Contemporary issues in curriculum* (2nd ed.). Boston: Allyn and Bacon.
- Posner, G. J., & Audnitsky, A. N. (2001). *Course design: A guide to curriculum development for teachers* (6th ed.). New York: Longman.
- Postman, N., & Weingartner, C. (1969). *Teaching as a subversive activity*. New York: Dell.
- Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Student directed learning: The Alpha Program: A middle school approach that works*. [Film]. (Available from Resource Center for Redesigning Education, 1-800-639-4122).
- Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Walsh, J. A., & Sattes, B. D. (2005). *Quality questioning: Research-based practice to engage every learner*. Thousand Oaks, CA: Corwin Press.
- Wiggins, G. (1989). The futility of trying to teach everything of importance. *Educational Leadership*, 47(3), 44-48, 57-59.
- Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: Association of Supervision and Curriculum Development.

TENTATIVE Sessions Outline:

Monday, July 25, 2011

8:00-9:15 a.m.	Introduction to Course
9:15-9:25	Break
9:25-9:35	Introduction to Parker Palmer Sharing
9:35-10:40	Definitions of Curriculum & Instruction
10:40-10:50	Break
10:50-12:00	Constructivist Framework
12:00-12:30	Lunch
12:30-1:05	Ch. 1,2- Five Minds for the Future
1:05- 2:10	Curriculum Metaphors
2:10-2:20	Break
2:20-3:30	Curriculum Theory: Researching Theorists
3:30-4:30	Summarization

Tuesday, July 26, 2011

8:00-8:15 a.m.	Parker Palmer/Instructional Strategy Sharing
8:15-8:45	Ch. 3- Five Minds for the Future
8:45-8:55	Break
8:55-10:40	Emotional Intelligences
10:40-10:50	Break
10:50-12:05	Introduction of Curriculum Development Project
12:05-1:20	(Working lunch) Letter to a Teacher/Student
1:20-1:35	Palmer/Instructional Strategy Sharing
1:35-2:35	Crebbin article analysis
2:35-2:45	Break
2:45-4:00	Professional Reading/Theorist Research

Wednesday, July 27, 2011

8:00-8:15 a.m.	Parker Palmer/Instructional Strategy Sharing
8:15-8:45	Ch. 4- Five Minds for the Future
8:45-8:55	Break
8:55-10:40	Bloom's Revisited
10:40-10:50	Break
10:50-12:05	Questioning
12:05-1:20	(Working lunch) Read---Elizabeth G. Cohen's Principles
1:20-1:35	Palmer/Instructional Strategy Sharing
1:35-2:35	Curriculum Mapping. Video, Web activity
2:35-2:45	Break
2:45-4:00	Professional Reading

Thursday, July 28, 2011

8:00-8:15 a.m.	Parker Palmer/Instructional Strategy Sharing
8:15-8:45	Ch. 5- Five Minds for the Future
8:45-8:55	Break
8:55-10:40	Theorist Reporting
10:40-10:50	Break
10:50-12:05	Differentiation
12:05-1:20	(Working lunch) Poster Presentation Preparation
1:20-1:35	Palmer/Instructional Strategy Sharing
1:35-2:35	Cooperative Learning
2:35-2:45	Break
2:45-3:00	Palmer/Instructional Strategy Sharing
3:00-4:00	Computer Lab - Curriculum Development Project

Friday, July 29, 2011

8:00-8:15 a.m.	Parker Palmer/Instructional Strategy Sharing
8:15-8:45	Ch. 6,7- Five Minds for the Future
8:45-8:55	Break
8:55-10:40	Assessment and Curriculum Alignment
10:40-10:50	Break
10:50-1:00	Poster Presentations (Curricular Concepts)
1:00-1:45	(Working lunch) Palmer/Instructional Strategy Sharing
1:45-2:00	Course Evaluations
2:00-2:10	Break
2:10-4:00	Curriculum Development/Professional Reading

Assignments per day

Monday, June 25

- Read Wendy Crebbin article
 - Choose one of the 'Key Elements' you agree with and be prepared to share your thoughts
- Read Eric Jensen article
- Read Ashish Ranpura article
- Read Ch. 3- Five Minds for the Future

Tuesday, June 26

- Read Daniel Goleman article
- Read Ch. 4- Five Minds for the Future

Wednesday, June 27

- Read Elizabeth Cohn, RN article
- Read Ch.5- Five Minds for the Future
- Be prepared to share your theorist

Thursday, June 28

- Read Ch. 6,7- Five Minds for the Future
- Read Elizabeth Cohn Transcript, Coop Learning
- Read Johnson & Johnson article
- Be prepared to share your poster (Curricular Concepts)

Friday, June 29

- Curriculum Development Project

Curriculum Development Project

*The major assignment for this course is the development of a unit (10 lessons) curriculum project that is applicable to your particular setting. The project will include a narrative description, curriculum map, research-based instructional strategies, culturally responsive components, varied assessment methods, and references as per APA 6th edition. The intent of this assignment is to **re-conceptualize curriculum planning and to incorporate concepts, theories, activities, and strategies from this course into your curriculum planning.** While the assignment might be a curriculum map reflecting what you are already doing, it should also **demonstrate evidence of learning from this course.** (60%)*

1. Narrative Description (3-4 pp.)

a. The context of your teaching:

- i. Describe the school and community (use pseudonyms): # of students, age, cultural profile, academic profile, socioeconomic profile, etc. (check: <http://quickfacts.census.gov/qfd/index.html>; <http://www.schooldatairect.org/>; www.schoolmatters.org)
- ii. Describe the students: grade, # in the class, age, cultural profile, academic profile, socioeconomic profile, etc.
- iii. Describe the learning environment: room arrangement, resources, interactions, etc.
- iv. Describe the organization and structure of the content: organization of instruction, length of class, instructional strategies, available resources/limitations, etc. Describe using language from this course (eg., transmission, transaction, transformation, etc.)

b. Planning for instruction:

- i. The subjects/content you teach:
 - Identify the grade level, subject/content, length of unit/lessons
 - List the outcomes aligned to SOLs/PSSAs/IEPs (or appropriate state/content standards)
- ii. List and describe a minimum of 8 research-based instructional strategies (some new to you) included in your curriculum map (a paragraph per strategy). In your description, defend these strategies as research-based by citing concepts from the course (differentiated instruction, questioning strategies, curriculum theorists, Gardner, Tyler, Bloom, Cohen, etc.). Provide hard-copy examples when possible.
- iii. List and describe a minimum of 4 varied (informal or formal) assessments aligned with essential questions. At least one of the 4 assessments should be a rubric which identifies criteria and includes descriptors for each criterion. Defend how the assessment aligns with the outcomes identified in the essential questions and/or the content/skills of the curriculum (a paragraph per assessment). Include citations. If necessary to clarify assessment strategies, provide hard-copy examples.

- 2. Curriculum Map** - Two word-processed curriculum maps:
- a. **A year/semester long curriculum map** of the course. May be a district/school document.
 - b. **A unit curriculum map of the unit** (minimum of 2 weeks or 10 lessons in length) selected for this project from the year/semester long curriculum map of the course, which includes these components of the Heidi Hayes Jacobs' model of curriculum mapping for each lesson (see Curriculum Map template and/or the web page below):
<http://curriculummaps.wikispaces.com/Heidi+Hays+Jacobs>
 - i. **Essential Questions (approx. 3/unit)**
 - Broad, overarching questions for the unit
 - ii. **Day/Period/Time of Lesson**
 - iii. **Content/Skills**
 - Concepts/knowledge
 - Skills students will learn
 - iv. **Research-Based Instructional Strategies**
 - Identify at least eight instructional strategies in the curriculum map that will be utilized in the unit. Incorporate concepts, theories, activities, strategies from this course and your reading.
 - v. **Assessment Strategies**
 - Identify at least four examples of varied assessment strategies in the curriculum map that will measure student learning of the essential questions. Incorporate concepts, theories, activities, strategies from this course and your reading.
 - Include at least one rubric that includes specific criteria and indicators to be assessed, in grid format.

3. References

List a minimum of 5 resources consulted in your project according to APA 6th Edition format. See samples: <http://www.wisc.edu/writing/Handbook/DocAPAResources.html>
<http://www.emu.edu/education/apa/>

Evaluation of the Curriculum Development Project is according to the attached rubric.

NOTE: This project may NOT be submitted before the end of the course as it is expected that concepts from the entire course will be included in this project.

DUE DATE: Wednesday, August 17, 2011 by mail to the instructor at:

Myron E. Blosser
Eastern Mennonite School
801 Parkwood Drive
Harrisonburg, VA 22802

If you wish your assignment to be returned it can be mailed directly to you, please submit a stamped, self-addressed envelope/box for the return of your assignment.