

Curriculum Development Elementary School
15:251:572:90
Fall 2021
3 Credits

Instructor Name: Dr. John W. Hannum	Email address: jh15nw@gmail.com
Phone Number: 973-670-6753	Location This is an online class with voluntary synchronous Q&A sessions
Office Hours: By appointment via email	Prerequisites or other limitations: none
Mode of Instruction:¹ <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: _X_ No __ Yes Directions about where to get permission numbers:

Texts:

Rigorous Curriculum Design, How to Create Curricular Units of Study That Align Standards, Instruction, and Assessment. 2nd Edition by Larry Ainsworth and Kyra Donovan. Rexford, New York: International Center For Leadership in Education, 2019. ISBN:978-1-328-02707-8.

The Child and the Curriculum and The School and Society. Dewey, John. Chicago: The University of Chicago Press, 1902 and 1900.

What School Could Be. by Ted Dintersmith. Princeton University Press: Princeton, NJ. (2018) ISBN:978-0-691-18061-8.

We will also use excerpts from the book: Curriculum and Instructional Methods for the Elementary and Middle School, 7th ed., Lemlech, Johanna K. Boston, Mass.: Allyn and Bacon, 2010.

(Please note, I will provide the excerpts. It is not necessary to purchase this text.) Please also note that electronic versions of these books may be less expensive and are perfectly acceptable.

Learning Goals:

Students will be able to:

1. Analyze the assumptions of concepts from select educational related texts and videos
2. Explain and Apply opportunities for professional learning
3. Apply analysis to 21st Century Elementary Curriculum Development
4. Apply the Deeper Learning Framework to real world problems
5. Analyze and Design staff development programs
6. Evaluate and react to the importance of concepts from select education related texts and National Reports
7. Design instructional plans for curriculum construction
8. Discuss the teacher evaluation system in place today and recommend changes to the process
9. Analyze and apply the influence of technology on the Elementary School Curriculum

Course Catalog Description:

15:251:572 CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOL (3)
PRINCIPLES governing the construction of a curriculum for a modern elementary school and the practices followed in making and using such a curriculum.

Other descriptions of course purposes, context, methods, etc:

This course is designed to align with the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

- 1. Mission, Vision, and Core Values**
- 2. Ethics and Professional Norms**
- 3. Equity and Cultural Responsiveness**
- 4. Curriculum, Instruction and Assessment**
- 5. Community of Care and Support for Students**
- 6. Professional Capacity of School Personnel**
- 7. Professional Community for Teachers and Staff**
- 8. Meaningful Engagement of Families and Community**
- 9. Operations and Management**
- 10. School Improvement**

This course is also designed to align with 2016 CAEP (Council for Accreditation of Educator Preparation) Standards for Advanced Programs:

Standard A. 1. Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- **Applications of data literacy;**
 - **Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;**
- **Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;**
- **Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.**

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

The Common Core Standards (NJ Version) will be addressed in this course along with the following Administrative Course Standards:

1. General Leadership:

- **New Jersey Administrative Code Requirement 6A: 9-12.5 (a)**
- **2: Leading a common vision of learning in the school community (elements of developing and implementing shared vision);(i) Leading with integrity and fairness;(v)**

2. Instructional Leadership:

- **New Jersey Administrative Code Requirement 6A: 9-12.5 (a)**
- **2: Leading a common vision of learning in the school community (instructional elements);(i) Leading a climate and culture conducive to student learning and staff professional growth;(ii)**

3. Context/Community:

- **New Jersey Administrative Code Requirement 6A: 9-12.5 (a)**

- **2: Leading the mobilization of resources, response to diverse needs, and collaboration with families and communities;(iv) Leading with a perspective of the larger political, social, economic and legal context;(vi)**

Grading Policy:

Grade Scale: The grading scale for this course follows the “Grades and Grading Policy” of the Graduate School of Education which is as follows:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

The Graduate School of Education does not assign the grades of D+ or D in its courses nor are minus grades assigned. Late papers: Assignments will be marked one half grade down (5%) for each twenty-four (24) hours they are late. Considerations will be given for extenuating circumstances.

Grade Policy Weighting

- 20% Threaded Discussions/Debates**
- 20% Curriculum Construction papers**
- 10% Video Reaction papers**
- 20% Book Critiques**
- 20% Reflective Journal Entries/Voice Thread**
- 10% Elementary Curriculum Leadership Challenge Questions**

Assignments:

Threaded Discussions/Threaded Debates

Threaded Discussions/Debates are a key aspect of this course allowing for you to interact with your peers concerning important issues in the field of Elementary School Curriculum Development. Your objective is to post well thought-out comments supported by current research while remaining focused on the assigned discussion topics.

Written Reports/Curriculum Construction Papers

Papers and written reports should focus on your critical interpretations of significant implications of the readings. The papers should not recapitulate or summarize the readings.

Reflective Journal Entries/Voice Thread

This is your opportunity to address issues that are important to the field and to pose questions specific to your particular area of interest. Entries may be guided (based on provided information) or totally independent. Running reflections on the readings, discussions, and the direction of the profession would be appropriate topics for an independent reflective journal entry. Reflective journal entries provide an opportunity for a one-on-one discussion with your professor. Voice Thread discussions provide the same opportunities with the addition of peer response and comment via audio/video options.

Videos, National Reports and Curriculum Challenge Critiques

Critiques of assigned Videos and/or National Reports, and Elementary Curriculum Leadership Challenge Questions should be concise, well thought-out, reflective of your position on the issues as addressed and supported by research.

Book Critique

This is a written critique of What School Could Be, focusing on your critical reactions and interpretations of significant implications of the author's thesis, linked to common themes gleaned from assigned readings.

Did You Know Thread

You should check this post often and respond to items that pique your interest. You may also post an issue important to you that might generate a response from classmates. Participation in this Thread is not required but highly recommended.

Please review Rutgers Academic Integrity Policy on the Website or here by clicking the following:

[Academic Integrity Policy](#)

Course Outline and Schedule

<p>Unit 1 9/1 – 10/4</p>	<p>Assignments & Readings: Consider the historical impact of assigned national reports/readings First Curriculum Construction Paper: Based on Part 1 in Rigorous Curriculum Design – (LG 1, 3, 7) (Book Study) in the form of a Threaded Discussion based on <u>The Child and the Curriculum and The School and Society – (LG 1, 3, 4, 6)</u> Unit 1 Threaded Discussion - The Common Core – (LG 1, 2, 3, 4, 6) Reflective Journal Entry (1) – (LG 2, 4, 6, 8) Video Reaction Paper – “Effective Teaching” – (LG 1,3,4, 6) Elementary Curriculum Challenge Question – (LG 1, 3, 4)</p>
<p>Unit 2 10/5 – 11/8</p>	<p>Assignments and Readings: Consider the historical impact of assigned national reports/readings Second Threaded Discussion (to address elementary curriculum development and the inclusion movement) – (LG 1, 2, 3, 4, 6) Second Curriculum Construction Paper (to consider the implications of the Learning Criteria and Parts 1 and 2 in Rigorous Curriculum Design) – (LG 1, 3, 7) Reflective Journal Entry (2) -v (LG 1, 2, 4, 5, 6, 8) Video Reaction Paper – Assisting the Struggling Learner – (LG 1, 2, 3, 4, 6) Elementary Curriculum Development Challenge Question – (LG 2, 3, 4, 6)</p>
<p>Unit 3 11/9 – 12/15</p>	<p>Assignments and Readings: Consider the historical impact of assigned national reports/readings Third Threaded Discussion (will consider the impact of technology on the elementary curriculum) – (LG 1, 2, 3, 4, 6, 9)</p>

	<p>Third Curriculum Construction Paper (to consider the implications of Parts 1, 2 and 3 in Rigorous Curriculum Design) – (LG 1, 3, 7)</p> <p>Elementary Curriculum Development Challenge Question – (LG 3, 4, 6)</p> <p>Reflective Journal Entry (2) – (LG 1, 2, 4, 5, 6, 8)</p> <p>Video Reaction Paper – Preparing Students For Their Future and Not Our Past – (LG 1, 3, 9)</p> <p>Book Critique – <u>What School Could Be</u> – (LG 1, 2, 3, 4, 6, 9)</p>
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