

Course Title Curriculum and Instruction  
15:310:500  
Fall 2021  
3 Credits

Instructor Name: Lennox H. Small Ed.D.	Email address
Phone Number	Location Class Meeting Times Online - Canvas
Office Hours: <b>5:30 pm to 7:00 pm</b> <b>9/15, 9/29, 10/6, 10/20, 11/3, 11/17,</b> <b>12/1</b>	Prerequisites or other limitations:
Mode of Instruction: <sup>1</sup> <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

**Learning goals<sup>2</sup>**

This course is designed to align with N.J.A.C. 6A:9B-12.5 Principal and 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

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## **Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

## **Standard 2. Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

## **Standard 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

## **Standard 4. Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

## **Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

## **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

## **Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

## **Standard 8. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

## **Standard 9. Operations and Management**

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

## **Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

## **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.

**Course catalog description:15:310:500 Curriculum and Instruction (3)**

Integrated view of problems of curriculum and instruction at the elementary and secondary levels, including the various roles of the professional teacher, problems of curriculum design, and interrelationships between current issues and social forces.

**Grading policy**

35% Comprehensive Curriculum Construction

25% Threaded Discussions

20% Critical Reaction papers

20% Reflective Journal Entries

**Texts**

Glatthorn, Allan. Curriculum Leadership: Strategies for Development and Implementation. Los Angeles. Sage. 2019.

ISBN 978-1-5063-6317-2

Rosen, Larry D. 2010. Rewired: Understanding the iGeneration and the Way They Learn. New York, New York: Palgrave Macmillan. 2010.

ISBN-13: 978-0-230-61478-9

**Assignments<sup>3</sup>:**

## **Course Requirements**

- Critical reading of texts
- Thoughtful participation in Threaded Discussions
- Assigned papers
- Reflective Journal entries
- Design an Interdisciplinary Course based on information gleaned from taking this course

## **Threaded Discussions**

Threaded Discussions are a key component of this course, as they are the sole platform for you to engage with your peers regarding the assignments. Your objective is to post thoughtful responses to the questions, while also responding to your peers' posts. This could include using research to support your position on a particular topic.

You must post your response to the question and one response to a peer in the group. I will use a rubric to grade your discussion.

## ***Papers***

Papers should focus on your critical analysis of the readings' significance, what is implied and how those implications will manifest in your practice as an administrator. The papers are not a synopsis of the reading. It is important that the richness of your ideas is not diluted by grammatical and spelling errors; proofread. Remember to respond through the lens of an administrator. I will use a rubric to grade your papers. The Response should be 250 to 400 words.

## ***Reflective Journal Entries***

This is your opportunity to address middle school curricular issues that are important to you or raise questions specific to your particular area of interest. Entries may be based on readings or discussions or totally independent. Running reflections on the readings, discussions, and the direction of the profession would be appropriate entries for the reflective journal. Challenge yourself to think about what this means when it is in practice.

I will use a rubric to grade the journal entries. The entry should not exceed 250 words.

## Comprehensive Curriculum

This is the culminating activity for the course. By applying the knowledge gleaned throughout the semester, you will have an opportunity to design a curriculum for a middle school course of your choice. Your design should take into consideration all of the salient points raised in the readings and discussions. Where applicable, your design should also reflect your understanding of the Professional Standards for Educational Leaders.

**Assignments will not be collected after the due date.**

**Canvas Inbox should be used to communicate individual issues. Do not use the email address. Office hours are also another means of communication.**

**Academic Integrity Policy:** Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

## Course Schedule

Week	Assignments & Readings
<b>Unit I: Students' Voices</b>  September 1st to October 2nd	Reading/Viewing: Read Chapters 1 and 2 of <i>Rewired</i> (Rosen) and view <a href="https://www.youtube.com/watch?v=OadZpUJv8Eg">https://www.youtube.com/watch?v=OadZpUJv8Eg</a> "Somewhere in America" (2014)  <b>Discussion Thread Topic:</b> When listening to and reading the student voices, what makes you most concerned and why? As a school leader, where do you begin to address these concerns?  <b>Due by: September 10th</b>  <b>Reflective Journal</b>  <b>Due by: September 17th</b>

	<p><b>Critical Reaction Paper:</b> Based on the reading and the video, how would you define curriculum? Based on the reading and video, what is the purpose of the curriculum? Use the texts to support your ideas.</p> <p style="text-align: center;"><b>Due by: October 1st</b></p>
<p><b>Unit II: Foundations of Curriculum</b></p> <p>October 2nd to October 22nd</p>	<p><b>Reading: Part I of <i>Curriculum Leadership</i> (Glatthorn); Chapters 3 and 4 of <i>Rewired</i> (Rosen)</b></p> <p><b>Discussion Thread Topic:</b> The 1974 renewal and extension of the Bilingual Education Act has resounding curricular implications today. Discuss this act's ideal impact on the development of curriculum today. Moreover, how might Rosen's assertions regarding the explosion of wireless mobile devices assist us as instructional leaders when considering curriculum and instruction in Bilingual Education?</p> <p style="text-align: center;"><b>Due by: October 8th</b></p> <p><b>Reflective Journal</b></p> <p style="text-align: center;"><b>Due by: October 15th</b></p> <p><b>Critical Analysis Paper:</b> As an instructional leader, with which curriculum theory are you most aligned? Why? What are the strengths of that theory? What are its short falls, and how would that manifest in your leadership as an instructional leader? Research and read one article that would assist you in growing in this area. Include a link to the article in your paper.</p> <p style="text-align: center;"><b>Due by: October 22nd</b></p>
<p><b>Unit III: Curriculum Processes</b></p>	<p><b>Read Parts II and III of Glatthorn and Chapters 5 and 6 of Rosen.</b></p>

<p>October 23rd to November 19th</p>	<p><b>Watch: “Do Schools Kill Creativity”</b>  <a href="https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?language=en">https://www.ted.com/talks/sir ken robinson do schools kill creativity?language=en</a></p> <p><b>Discussion Thread Topic:</b> Where are threats of inequity in both curriculum and instruction? As instructional leaders, how do you proactively guard against them? How do the concepts of the video relate to the threats of inequity in curriculum and instruction?  <b>Due by: November 5th</b></p> <p><b>Reflective Journal</b>  <b>Due by: November 12th</b></p> <p><b>Critical Reaction Paper:</b> Revisit the video from Unit I. Examine the NJSLA for Eleventh Grade in Reading, Writing, Speaking and Listening, and Social Justice. According to what the students shared, identify two standards from THREE of these strands that were not addressed (a total of six standards). As an instructional leader, what steps will you take to address this from the standpoints of both curriculum and instruction?  <b>Due by: November 18th</b></p>
<p><b>Unit IV: Current Trends in Curriculum</b></p> <p>November 19th to December 13th</p>	<p><b>Read Part IV of Glatthorn and Chapters 7-9 of Rosen</b></p> <p><b>Discussion Thread Topic:</b> What do you believe are the most challenging resources for an instructional leader to manage during the development of curriculum and during implementation through instruction? How has the rise of virtual instruction in 2020 and 2021 impacted these resources? Remember that resources are time, space, finances, personnel and relationships.  <b>Due by: November 23rd</b></p>



	<p><b>Reflective Journal</b> <b>Due by: December 2nd</b></p> <p><b>Interdisciplinary Curriculum Paper:</b> Rutgers GSE is committed to preparing educators to serve in any community and to advocate for equity and social justice. Build an interdisciplinary course that addresses some aspects of social justice. Upon what theory is it based? What content areas are you using to build this course? Why? What key standards are you addressing? How will learning be assessed? What are the learning objectives for this course?</p> <p><b>Due by: December 13th</b></p>
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