

TRI-COLLEGE UNIVERSITY MSUM/ND SU COURSE SYLLABUS

ED 632/732 Curriculum, Instruction, and Learning Theory – Summer 2011

CREDIT HOURS: 4 Semester Hours

CLASS TIME: Summer 2011; June 6-June 23, online

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Course Description

Education 632/732 provides school leaders with the ability to understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes (graduation standards), monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change.

Purpose of Course

The purpose of Education 632/732 is to familiarize teachers and administrators with foundations of curriculum development and assessment at national, state, and local levels. Emphasis is given to providing knowledge and skills pertaining to student learning, pedagogy, and effective school and classroom leadership. Students engage in collaborative group exercises designed to emulate a school/community initiative for the development and implementation of a curriculum and assessment plan to enhance student learning.

Required Textbooks

Heacox, D. (2002). *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing.

Performance Outcomes

Students who successfully complete Education 632/732 will have developed documents and products to demonstrate the ability to demonstrate proficiency with NCATE Standard 2.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.1 Promote Positive School Culture	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g. population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
2.2 Provide Effective Instructional Program	<p>a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.</p> <p>b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.</p> <p>c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</p>	<p>a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.</p> <p>b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.</p> <p>c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.</p> <p>d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.</p>

2.3 Apply Best Practice to Student Learning	<p>a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.</p> <p>b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.</p> <p>c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p>	<p>a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.</p> <p>b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.</p> <p>c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p>
2.4 Design Comprehensive Professional Growth Plans	<p>a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</p> <p>b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.</p> <p>c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.</p>	<p>a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.</p> <p>b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p>

		c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.
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Standard 2.0 Narrative Explanation:

This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

For a complete list of NCATE standards, see

http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Day	Topics and Standards Addressed
June 6-12	<ul style="list-style-type: none"> • Syllabus Review • D2L Introduction • Download Lecture Notes from D2L Content in accordance with ED 632 Online Learner Guide • Post and respond to discussion questions in accordance with the ED 632 Online Learner Guide • Students are to go to their schools and retrieve a document (curriculum map, etc) that is indicative of curriculum at their school. In other words, formal, explicit, or some other type of curriculum (other than null or hidden). • Take D2L Quiz

	<ul style="list-style-type: none"> • Complete Readings in accordance with the Online Learner Guide • Upload curriculum project in accordance with the Online Learner Guide
June 13-17	<ul style="list-style-type: none"> • Curriculum Mapping • Essential Learning • Syllabus Design • Philosophies of Education • Demographic Information • Multiple Intelligences • Learning Modalities • Download Lecture Notes from D2L Content in accordance with ED 632 Online Learner Guide • Post and respond to discussion questions in accordance with the ED 632 Online Learner Guide • Take D2L Quiz in accordance with Online Learner Guide • Complete assignments (i.e. Website Review, modalities preference instrument, and intelligences checklist) in accordance with the Online Learner Guide • Upload syllabus to drop box in accordance with the Online Learner Guide.
June 18-23	<ul style="list-style-type: none"> • Download Lecture Notes from D2L Content in accordance with ED 632 Online Learner Guide • Post and respond to discussion questions in accordance with the ED 632 Online Learner Guide • Take D2L Quiz in accordance with Online Learner Guide • Complete Readings in accordance with the Online Learner Guide • Upload lesson plan in accordance with Online Learner Guide • Complete Final Project (information retrieval, interview, and posting) in accordance with the Online Learner Guide. • Take Final Exam. • Complete Course Evaluation

Reasoned Action Leadership

In the Reasoned Action leadership model, the research on and our knowledge of the activities and principles of teaching surround all other components of the school leadership process. This portion of the knowledge base then serves as a conceptual framework for those aspects of education, which deal most specifically with school leadership. In this manner – with the principles of teaching encompassing the principles of administration – the interdependence of teachers and administrators is given recognition and reinforcement.

The Performance Nucleus – Inside the conceptual frame, a performance nucleus exists which is best described as an “input – output leadership performance scheme.” It represents a development process, which begins with the curricular organization of the Tri-College University educational administration program. In the Reasoned Action Leadership model, the curriculum is organized into five broad areas or curricular building blocks (I – Personal and Professional Development; II – Instructional Leadership; III – Organizational Leadership; IV – Political and Community Leadership; V – Role Specialization. Education 632/732 is a part of Block II.

The instruction planned is intended to affect students and to be affected by students. In-class experiences are planned which (a) assist students in becoming more aware of their own personal nature, talents, and abilities, and (b) allow for a professor-to-student and student-to-student developmental influence of personal, value-orientated characteristics. Acceptable academic performance in this course and positive participation in the planned activities, coupled with possession of necessary idiographic characteristics, should facilitate acceptable reasoned action.

It is intended that the combined impact of the encompassing conceptual frame and the leadership performance nucleus of the model employed in this course is such that outputs – the leadership behaviors of educators – are consistent with the current research and knowledge of the field as well as with the program faculty’s beliefs about the essential character and performance requirements for school leaders as they develop effective schools.

Purpose of Related Courses

Related courses such as Education 735; Personnel, Supervision, and Staff Development, Education 742; Elementary School Curriculum, Education 743; Secondary School Curriculum, and Education 780; Instructional Models afford students the opportunity to expand their knowledge of and skills for curriculum development and assessment.

Professional Ethics

Work in this course must be completed in a manner consistent with NDSU Senate Policy, Section 335: Code of Academic Responsibility and Conduct and the MSUM 2005-2006 Student Handbook policy on Academic Honesty, P-13.

(See <http://ndsu.nodak.edu/policy/335.htm>)

Special Information

A student with a disability or other special needs and who requires special accommodations for success in this course is invited to share those concerns or requests with the instructor as soon as possible. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-5859 (Voice) or 1-800-627-3529 (MRS/TTY),

CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Student projects, tests, etc. will be kept on file for 60 days following the last class period. All student work not picked up during the 60 day period will be discarded.

Course Format and Organization

This course will be delivered as a hybrid, which involves both traditional on-campus activity and on-line learning.

Main Course Requirements

Major course requirements include readings, independent and cooperative learning projects, and a final exam.

Evaluation

Students' progress in the course will be evaluated by a mix of formal and informal assessment techniques, including the following:

- (a) quizzes/exams
- (b) discussion participation
- (c) assigned projects
- (d) final exam (essay format)

Instructional strategies

Instructional strategies for this course include readings, lectures, online discussion, exploration of online resources, field observation, interviews, creative projects, and cooperative learning.

Final grade

Your grade for the course will be calculated on the basis of the total points you have accumulated as a percentage of possible points:

94 – 100%	A	74-76.9	C
90-93.9	A-	70-73.9	C-
87-89.9	B+	67-69.9	D+
84-86.9	B	64-66.9	D
80-83.9	B-	60-63.9	D-
77-79.9	C+	59.9 or below	F

Conceptual Framework:

Minnesota State University Moorhead candidates are becoming professionals who are knowledgeable, reflective, humanistic, and creative.

Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

Humanistic: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

Creative: MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

