

COURSE TITLE:
 Secondary School Curriculum
 COURSE NUMBER: EDUC 643/743 – Summer 2011
 CREDIT HOURS: 2 Semester Hours
 INSTRUCTOR: Denny Van Berkum
 OFFICE: 276 Holmquist, MSUM
 PHONE: 701-477-2530 (O)
 E-Mail: vanberku@mnstate.edu
 OFFICE HOURS: By appointment

Required Textbook:

Breaking Ranks II: A Field Guide for Leading Change, (2009), NASSP, ISBN 978-0-88210-380-8 [Available through the National Association of Secondary School Principals]

I. COURSE DESCRIPTION

A study of contemporary curriculum patterns with emphasis on curricular construction and evaluation.

II. REASONED ACTION LEADERSHIP

This course is organized to achieve several intended outcomes. The organization employed therein follows the Reasoned Action Leadership model of development. This model is based upon current knowledge of teaching and schooling, and on the research on administration and leadership found in the National Policy Board Standards for Educational Administration programs.

The Reasoned Action Leadership model holds as fundamental that schools function in a professional sphere that focuses on activities associated with teaching and learning. It is further held that, although leaders are required to perform some managerial tasks, which are only distantly related to the teaching act, the most important professional responsibilities of leaders are those that closely connect with the primary function of schools--student learning achievement.

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 that 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.

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 developmental process that begins with the curricular organization of the Tri-College University educational administration program. In the Reasoned Action Leadership Model, the curriculum is organized into six broad areas or curricular building blocks (I - Personal and Professional Development; II - Instructional Leadership; III - Organizational Leadership; IV - Political and Community Leadership; V - Information Systems for

Leadership and Instruction; and VI - Role Specialization). (Education 643/743 is part of block VI) Also contained in the nucleus portion of the model are the generic leadership skill descriptors of the National Association of Secondary School Principals Assessment Center project. 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-oriented characteristics. Acceptable academic performance in this course and positive participation in the planned activities, coupled with possession of necessary ideograph 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.

III. PROFESSIONAL ETHICS

Work in this course must adhere to the Code of Academic Responsibility and Conduct as cited in "Rights & Responsibilities of Community: A Code of Student Conduct" (1983, pp. 29-30). "The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately.... Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in action, or these penalties may be varied with the gravity or the offense and the circumstances of the particular case."

Academic dishonesty can be divided into four categories and defined as follows:

1. Cheating: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
2. Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitation academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
4. Plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Disabilities or other special needs: Any student that requires special accommodations for success in this course are invited to share these concerns or make requests with the professor as soon as possible.

III. PURPOSE OF COURSE

The purpose of ED 643/743 is to assist the student in applying theories of curriculum development and evaluation to the secondary school setting and to incorporate comprehension about current curriculum reforms into their understanding and practice.

The course is designed to help students analyze a public school curriculum as it relates to society, multi-cultural populations, administrators, and boards of education. Students will become familiar with the change process necessary to keep secondary schools current with both societal needs and professional research.

IV. PERFORMANCE OUTCOMES

1. Create with teachers, parents, and students a positive school culture that promotes learning.
2. Develop collaboratively a learning organization that supports instructional improvement.
3. Base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates.
4. Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.
5. Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary.
6. Demonstrating the ability to understand and apply school-wide literacy systems;
7. Demonstrating the ability to work with children of all ages;
8. Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students;
9. Demonstrating understanding of the articulation and alignment of curriculum from pre-school through grade 12;
10. Demonstrating understanding of the characteristics of effective transitions from one level of schooling to the next;

V. Course Requirements

It is expected that students will begin to develop new comprehension about curriculum materials, curricular trends, secondary schools of the future, their subject specialties, themselves as professionals, and teaching as a profession. To facilitate these objectives and to meet the performance outcomes noted above, the student is expected to participate in - and demonstrate competency in the following instructional activities.

VI Session Information

Session One. Curriculum for the Secondary School

The secondary curriculum can be viewed from many different aspects. Global definitions of curriculum offer the following: The curriculum is everything that is taught in a school. If you were to accept this definition, you may conclude that there are several different curricula in the secondary school. Generally, the most identifiable curriculum is the formal curriculum. It is a set of courses driven by national and state regulations and standards. This formal curriculum is often viewed as that which is written, taught and tested. In addition to the formal curriculum, are curricula such as: co-curricular and extra-curricular subjects, the hidden curriculum of “productive member of society”, etc. Your definition of curriculum for the secondary school will profoundly impact your vision in leading a secondary school to curricular improvement.

In this session, you will:

1. Define the “secondary school curriculum.” [As it relates to the different curricula of the secondary school]
 - 1.1. What is the formal curriculum?
 - 1.2. What are the co- and extra curriculum?
 - 1.3. What is the affect curriculum?
 - 1.4. What other curricula are learned in the school?
2. Evaluate the purpose and worth of a curriculum from various perspectives.
 - 2.1. Do the curricula have a formal purpose?
 - 2.2. What types of assessment are used to determine the curricula’s success or lack of success?
 - 2.3. How do the curricula affect individual students?

Readings:

Breaking Ranks:

How to Use this Guide; Chapter 1 – Focus on How;

Chapter 2 - The Promise of Success:

Seven Cardinal Principles of Secondary Education:

<http://tmh.floonet.net/articles/cardprin.html>

Assignment:

1. Write a definition/philosophy of your view of the secondary curriculum as it relates to the many different curricula of the secondary school. [Make sure you review the introductory comments for this session]
2. In addition, attach your document to the discussion area for this session and offer feedback to each of your group member’s posting by adding comments:
 - 2.1. This is what I like,
 - 2.2. This is a thought that I can use,
 - 2.3. This is something that you may want to consider.
3. Reflection posting; Following your reading and discussion of others in your group, revise your definition (this is the beginning of your final reflection paper Session 6. It is non-graded but will be reviewed for completion.).

Session Two: Leadership and Teaming for Curriculum Change

Principals can best discharge their leadership role if they develop a deep and board knowledgebase with respect to the process change and how they create the environment to change. In session one, you defined secondary curriculum. This session asks you to review your leadership style and determine your beliefs about a leader, the processes you will use to lead, and the role others play in curriculum development. The Breaking Ranks offers insight into change leadership and team leadership activities through-out the book.

In this session, you will:

1. Apply knowledge of school curriculum change to their professional experience.
2. Describe the role of leadership and teams in curriculum development. [process]
3. Create with teachers, parents, and students a positive school culture that promotes learning.

4. Develop collaboratively a learning organization that supports instructional improvement.

Readings: Breaking Ranks: Chapter 3 – In Their Own Words: Interviews with Two Principals; and Chapter 9 – Putting it all together.

Clinical Assignment:

1. Interview a principal or district curriculum leader to:
 - 1.1. Determine their definition of a secondary curriculum, the role the leader plays in leading curriculum improvement, and the role teams play in curricular improvement.
 - 1.2. Determine the cycle for changing curriculum in your school? [remember this is graduate work, an explanation is needed] (This should be in place in your principal or district administration office)
 - 1.2.1. Is the plan conclusive of all the curricula found in your curriculum definition?
 - 1.2.2. Is it a long range plan for text book adoption?
 - 1.2.3. Is it determined by needs found in the assessments for the discipline? [e.g. AYP]
 - 1.2.4. Is there a plan B? or What affect the strict adherence to the plan?
 - 1.2.5. Is this plan part of a K-12 plan or by school level?
 - 1.2.6. Is this designed and assessed by teachers only or by a committee?
 - 1.2.7. If by a committee: What is the stated purpose of the committee? How are the decisions made?
4. Post interview findings on discussion board: Session Two: Leadership and Teaming for Curriculum Change.
5. In addition, attach your document to the discussion area for this session and offer feedback to each of your group member's posting by adding comments:
 - 5.1. This is what I like,
 - 5.2. This is a thought that I can use,
 - 5.3. This is something that you may want to consider.

Assignment:

1. While this content is from Chapter 4 of Breaking Ranks it is fitting for this session. You are to read pages 56-57.from Breaking Ranks. Think of two to three persons to conduct the "Breaking Ranks Team Staff Protocol" tool. Write a short summary of your learning from this activity and place in the Drop box: Session Two: Leadership and Teaming for Curriculum Change.
2. In addition, attach your document to the discussion area for this session and offer feedback to each of your group member's posting by adding comments:
 - 2.1. This is what I like,
 - 2.2. This is a thought that I can use,
 - 2.3. This is something that you may want to consider.

3. Reflection posting; Following your reading and discussion of others in your group, revise your definition (this is the beginning of your final reflection paper Session 6. It is non-graded but will be reviewed for completion.).

Session 3. Legal requirements of Curriculum and Data

State and National Curriculum requirements set the direction for the secondary school curriculum. Courses and standards are set for specific disciplines. In this session you will:

1. Identify the base curriculum required by their state of employment and to assess their school's compliance with the state legal requirements.
2. Illustrate how your school complies with the state requirement to be a state approved school and how the school offers a curriculum to ensure the student meets the state and local graduation requirements.

Competencies

1. Base curricular decisions on state and federal policies and mandates.
2. Demonstrating the ability to work with children of all ages;
3. Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students;
4. Demonstrating understanding of the characteristics of effective transitions from one level of schooling to the next;

Readings and Resources :

Note: Choose your State for your resource [if you work in a state other than Minnesota or North Dakota, you will need to go to your state's statute.

1. MN Statute - https://www.revisor.mn.gov/bin/getpub.php?pubtype=STAT_CHAP&year=2007§ion=120B#stat.120B.02.0
2. ND graduation requirements - http://www.nd.gov/cte/programs/career-dev/docs/ND_HS_GraduationRequirements.pdf
3. ND Content Standards – <http://www.dpi.state.nd.us/standard/>
4. ND SPED graduation requirements - <http://www.dpi.state.nd.us/speced/guide/policy/1005paper.pdf>
5. SPED/reading - http://www.studentprogress.org/library/OtherResources/CBM_Sec_Res.doc
6. <http://www.ed.gov/pubs/Raising/vol1/pt2.html>
7. Sample Curriculum guide: http://www.vbschools.com/curriculum/guides/secondary_2009-10/2009CurriculumGuideREV03-16-09.pdf

Clinical Assignment:

1. Interview your school counselor [or designated personnel] to understand their role in guiding students towards the completion of graduation requirement and transition into

- post-graduation life [transition planning]. (Note: in many cases the counselor will have the necessary information and materials for the assignment for this session. Use the assignment items as items for discussion) Place in Interview in discussion area: Session 3. Legal requirements of Curriculum and Data
2. In addition, attach your document to the discussion area for this session and offer feedback to each of your group member's posting by adding comments:
 - 2.1. This is what I like,
 - 2.2. This is a thought that I can use,
 - 2.3. This is something that you may want to consider.

Additional Assignments –

1. Develop a table that illustrates how a student in the secondary school completes a curriculum to meet local and graduation requirements.
2. Describe the process you school uses to assist students in the transition from middle/junior school to learn these requirements and to ensure that all secondary student complete their graduation requirements.
3. Complete an executive summary highlighting student successes [e.g. number of graduates, placement in jobs and post secondary]; indicating how students in special education, accelerated programs, and alternative program complete the graduation requirements. (If there are several students from the same district, you may work together on document collection but the rest of the work on the audit must be done on an individual basis.)

Place table, process and summary in drop box: "Session 3. Legal requirements of Curriculum and Data. "

1. In addition, attach your document to the discussion area for this session and offer feedback to each of your group member's posting by adding comments:
 - 1.1. This is what I like,
 - 1.2. This is a thought that I can use,
 - 1.3. This is something that you may want to consider.
2. Reflection posting; Following your reading and discussion of others in your group, revise your definition (this is the beginning of your final reflection paper Session 6. It is non-graded but will be reviewed for completion.).

Session 4: Literacy in the Secondary Curriculum

American youth need strong literacy skills to succeed in school and in life. Students who do not acquire these skills find themselves at a serious disadvantage in social settings, as civil participants, and in the working world. Yet approximately eight million young people between fourth and twelfth grade struggle to read at grade level. Some 70 percent of older readers require some form of remediation. Very few of these older struggling readers need help to read the words on a page; their most common problem is that they are not able to comprehend what they read. Obviously, the challenge is not a small one.

Meeting the needs of struggling adolescent readers and writers is not simply an altruistic goal. The emotional, social, and public health costs of academic failure have been well documented, and the consequences of the national literary crisis are too serious and far-reaching for us to ignore. Meeting these needs will require expanding the discussion of reading instruction from Reading First—acquiring grade-level reading skills by third grade—to Reading Next—acquiring the reading skills that can serve youth for a lifetime.

Fortunately, a survey of the literacy field shows that educators now have a powerful array of tools at their disposal. We even know with a fair degree of certitude which tools work well for which type of struggling reader. However, we do not yet possess an overall strategy for directing and coordinating remedial tools for the maximum benefit to students at risk of academic failure, nor do we know enough about how current programs and approaches can be most effectively combined.

The challenge is to develop a climate and culture secondary schools that embraces the need for literacy in all the curricula.

In this session, you will:

1. Determine a working definition for a literacy curriculum at the secondary level. [Consider curriculum and its relationship to district philosophy and personal professional philosophy. [K-12 articulation (scope and sequence), transition from elementary, to middle/junior to high school] School's information for freshman orientation]
2. Envision the future of the school literacy curriculum in your school.

Competencies

1. Demonstrating understanding of the articulation and alignment of curriculum from pre-school through grade 12;
2. Demonstrating the ability to understand and apply school-wide literacy;

Readings

1. Breaking Ranks: Chapter 3 – In Their Own Words: Interviews with Two Principals
2. Literacy across the Curriculum [Chapters One and Nine] - http://www.sreb.org/Programs/hstw/publications/pubs/03V63_literacy%20guide_chapter_1.pdf
3. Research on Literacy - <http://www.principalspartnership.com/literacyacross.pdf>
4. The Fifteen Elements of Effective Adolescent Literacy Programs- <http://www.all4ed.org/files/archive/publications/ReadingNext/ReadingNext.pdf>
5. Guidelines to Teaching Reading - <http://cela.albany.edu/publication/brochure/guidelines.pdf>

Assignment:

1. Develop your vision for a literacy curriculum. Include: why it is important, what is to be taught, when it is to be taught, where it should be taught, who is to teach, and how is to be taught.

- 1.1. Place your vision for a literacy curriculum in the drop box for Session 4: Literacy in the Secondary Curriculum.
- 1.2. In addition, attach your document to the discussion area for this session and offer feedback to each of your group member's posting by adding comments:
 - 1.2.1. This is what I like,
 - 1.2.2. This is a thought that I can use,
 - 1.2.3. This is something that you may want to consider.
2. Reflection posting; Following your reading and discussion of others in your group, revise your definition (this is the beginning of your final reflection paper Session 6. It is non-graded but will be reviewed for completion.)

Session 5: A Process for Literacy in Curriculum Improvement

In the previous session, you developed an understanding, need, and vision for a comprehensive literacy program in the secondary school. You also began to read about how Leadership is often viewed as identifying process for others to improve themselves and the school. Often, the success of any curricular change is the result of a poorly designed process. This session uses gathering of data and analysis of data to determine priorities and implement a plan for improvement using monitoring and just in time adjustments.

In this session you will:

1. Practice a process for implementation of a literacy curriculum using the Breaking Ranks material to meet the changing needs of society and school reform by developing a plan for a literacy curriculum in a secondary school.

Competencies

1. Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.
2. Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary.
3. Demonstrating understanding of the articulation and alignment of curriculum from pre-school through grade 12;
4. Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary.

Readings:

1. Breaking Ranks: Breaking Ranks: Chapter 4 – Gather and Analyze Data to Determine Priorities and Chapter 8 – Implement the Plan, Monitor, and Adjust
2. Creating a Culture of Literacy [Identify the six key elements]
http://www.principals.org/s_nassp/sec.asp?CID=1755&DID=59405
3. The Fifteen Elements of Effective Adolescent Literacy Programs-
<http://www.all4ed.org/files/archive/publications/ReadingNext/ReadingNext.pdf>

Assignment:

1. Using Chapters One, Two, Three, Four and Eight of the “Process Circle” for change found in *Breaking Ranks*, develop a plan for implementation or improvement of your school’s literacy curriculum. Include the completed activity/worksheets:
 - 1.1. Gather and Analyze Data to Determine Priorities
 - 1.1.1. Activities: Gather and Analyze Data to Determine Priorities (pp. 50-53);
 - 1.1.2. How Well Does Your School Serve Each Student (pp. 58-59);
 - 1.1.3. School Culture Evaluation Exercise (p. 61).
 - 1.1.4. Leadership Capacity Questionnaire (pp. 102-103)
 - 1.2. Implementation of the plan, monitoring and adjusting
 - 1.2.1. Implement Plan, Monitor and Adjust matrix (pp. 120-121)
2. Place your plan in the discussion box area: Session 5: A Process for Literacy in Curriculum Improvement.
3. In addition, attach your document to the discussion area for this session and offer feedback to each of your group member’s posting by adding comments:
 - 3.1.1.1. This is what I like,
 - 3.1.1.2. This is a thought that I can use,
 - 3.1.1.3. This is something that you may want to consider.
4. Reflection posting; Following your reading and discussion of others in your group, revise your definition (this is the beginning of your final reflection paper Session 6. It is non-graded but will be reviewed for completion.).

Session 6 Final Reflection

This is the final class. Your responsibility is to reflect on your learning and present that learning in a format that shows your knowledge of the subject, your needs for new learning and a plan for that learning. Visit the lecture for this section for more specifics.

Assignment: Place your final definition for secondary curriculum in the drop box 6: Final Reflection. [Make sure you express the learning from each of the sessions of this class and how this learning applies to all curricula of the secondary school.]

VIII. Graded Requirements

The final course grade is developed based upon discussion, assignments, portfolio, and your final reflection work that offers demonstration of the course objectives and professional skill emphasized in this class. The final course grade is determined as follows. Grades will be assigned holistically according to a scale of strong minus to strong plus. An overall grade of plus or above will result in an A. An overall rating of a weak plus will result

in a B. An overall rating of a minus or weak minus will result in a C. Your final course grade will be a summative grade based upon your work.

IX. Supporting Readings

Cook, L. & Lodge H. C. (Ed.), (1996). *Voices in English classrooms: Honoring diversity and change. Classroom practices in teaching English. 28.* Urbana, Ill. : National Council of Teachers of English.

Glatthorn, A. A. (2000). *The principal as curriculum leaders: Shaping what is taught & tested* (2nd ed.) Thousand Oaks, CA: Corwin Press

Henson, Kenneth T. (2001). *Curriculum planning: Integrating multiculturalism, constructivism, and education reform* (2nd ed.). New York: McGraw-Hill.

Jacobs, H. H. (1989). *Interdisciplinary curriculum: Design and implementation.* Alexandria, VA: Association for Supervision and Curriculum Development.

ND, DPI (1996). *North Dakota English language arts curriculum frameworks: Standards and benchmarks.* Bismarck, ND : North Dakota Dept. of Public Instruction.

Long, R. E. (Ed.). (1997). *Multiculturalism.* New York : H. W. Wilson. [Title-Series: The Reference shelf. v. 69, no. 5 NDSU Library].

Mahaffley, R. (Ed.). (1992). Curriculum: Theory and practice, Part I. *NASSP Bulletin. 76*(547).

Mahaffley, R. (Ed.). (1992). Curriculum: Theory and practice, Part II. *NASSP Bulletin. 76*(547).

Maurer, Richard E. (1996). *Designing alternative assessments for interdisciplinary curriculum in middle and secondary schools.* Boston: Allyn and Bacon.

National Science Resources Center (U.S.) (1998). *Resources for teaching middle school science.* Washington, D.C. : National Academy Press.

Ornstein, A.C., Behar-Horenstein, L. S., & Pajak, E. F. (2003). *Contemporary Issues in Curriculum* (3rd ed.). New York: Allyn and Bacon, Inc

Posner, George J. (1995). *Analyzing the curriculum* (2nd ed.). New York: McGraw-Hill, Inc.

Ross W. E. (Ed.), (1997). *The social studies curriculum: purposes, problems, and possibilities.* Albany: State University of New York Press.

Additional Web Sites

MN Department of Education: <http://education.state.mn.us>

ND Department of Public Instruction: <http://www.dpi.state.nd.us/dpi/index.htm>

Course Assignment Schedule Summer 2011

Session One: Curriculum for the Secondary School -

Post Your assignments in the drop-box and on the discussion board: Session One the Secondary School [Posting due by July 8, Discussion completed by July 12]

Session Two: Leadership and Teaming for Curriculum Change

Post assignments in the drop-box and on discussion board: Session Two: Leadership and Teaming for Curriculum Change [Posting due by July 8, Discussion completed by July 12]

Write a short summary of your learning from this activity and place in the Drop box: Session Two: Leadership and Teaming for Curriculum Change [Posting due July 13]

Session 3: Legal Requirements

Place Assignments in the drop-box and the discussion areas: Session 3. Legal requirements of Curriculum and Data [Posting due by July 15, Discussion completed by July 19]

Place table, process and summary in drop box: Session 3. Legal requirements of Curriculum and Data [July 15]

Session 4: Literacy in the Secondary Curriculum

Post your assignment in the drop-box and on the discussion board for Session 4: Literacy in the Secondary Curriculum [Posting due by July 22, Discussion completed by July 26]

Place your vision for a literacy curriculum in Drop box for Session 4: Literacy in the Secondary Curriculum [Posting due February 6]

Session 5: A Process for Literacy in Curriculum Improvement

Place assignment in the drop-box and on the discussion box area: Session 5: A Process for Literacy in Curriculum Improvement. [Posting due by July 22, Discussion completed by July 26]

Session 6: Final Reflections

Place your final reflection in the drop box area. [Posting due by July 29]