

ED 742 Elementary School Curriculum ONLINE
Spring Semester 2011
NDSU
Dr. Denise K. Lajimodiere

Course Number ED 742 Elementary School Curriculum - ONLINE
Credit Hours: Two (2) Semester Hours
Class Dates: March 9th to April 27th
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“The mission of the College of Human Development and Education at North Dakota State University is to provide educational programs and conduct research and other scholarly activities that focus on the lives of individuals and their families as they interact in their work, educational, and living environments.”

Course Description

The underlying premise is that educators need information and knowledge about curriculum and instructional processes in order to conduct quality programs, create good environments, and be effective teachers and administrators. The major focus of the course is to provide teachers and administrators with the fundamental background necessary to take on leadership roles in regard to curriculum instructional delivery and curricular components of the elementary school.

It examines the current issues, trends, subject areas, student achievement, and challenges for the future of elementary curriculum. The student will research the current best practices for application of administrative skills in relationship to supervision of a comprehensive K-5 grade level curriculum and its impact on learners.

Outline of Course Objectives (ELCC and MN Standards):

1. Demonstrate competency in the application of leadership and administrative skills for supervision of implementing a framework for curriculum design and instruction at the elementary level. (1. 5a; 1.1 a; 2.2a; 2.2b)
2. Demonstrate an administrator’s understanding of knowledge construction, pedagogy, and student learning. (1.3b; 1.4c; 3.3b; F4)
3. Demonstrate an understanding of the professional administrative responsibility for assessing, monitoring, and implementation of an elementary curriculum. (4.2b)

4. To gain knowledge in the history of curriculum reforms as well as current issues, trends, subject areas, student achievement, and challenges of future elementary curriculum and its impact on learners. (1.1b; 6.1a; 6.2a; 6.3c; A10; A7; G9; K4)

Discussion Etiquette:

- NDSU/MSUM is committed to open, frank, and insightful dialogue in all of its courses.
- Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary
- Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:
 - Never post, transmit, promote, or distribute content that is known to be illegal.
 - Never post harassing, threatening, or embarrassing comments
 - If you disagree with someone, to the person
 - Never post content that is harmful abusive, racially, ethnically or religiously offensive, vulgar, sexually explicit, or otherwise potentially offensive

Required Textbooks:

Walker, D, F. (2003). *Fundamentals of curriculum: Passion and professionalism*. (2nd Ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Publication Manual of the American Psychological Association. (2001). (5th Ed.). DC: American Psychological Association.

Additional References:

Glatthorn, A. A & Jailall, J. M. (2009). *The principal as curriculum leader: Shaping what is taught and tested*. California: Corwin Press

Henderson, G. J. & Hawthorne, R. D. (2000). *Transformative curriculum leadership* (2nd ed). New Jersey: Prentice Hall

Ornstein, A. C., Behar-Horenstein, L. S., & Pajak, F. E. (2003). *Contemporary issues in curriculum* (3rd ed.). Boston: Allyn and Bacon

Ornstein, A. C., & Hunkins, F. P. (2009). *Curriculum: Foundations, principles, and issues*. (5th ed.). Boston: Allyn and Bacon

Wiles, J. (2004). *Curriculum essentials: A resource for educators*. (2nd ed.). Boston: Allyn & Bacon

Participation/Preparation

A variety of teaching strategies will be utilized, including Power Point presentations, daily readings, threaded discussions, speakers, etc. Because the participants in this class bring valuable experiences and knowledge to the sessions, discussion and participation in activities will enrich the content presented in the text and by the instructor. Students seeking educational leadership positions will demonstrate a high degree of personal motivation including the ability to be self-directed, persistent and accept challenges.

Course Requirements:

I. Text Book Chapter Reviews (9 chapters x 20 pts. ea. = 180 pts):

- Provide a review of each chapter information which includes 2 pages:
 - One page single spaced review of the chapter information.
 - One page single spaced will be your personal reaction to the chapter, how does the information affect you? Any 'aha' moments? Any personal experiences as an educator relating to the chapter's information

Rubric

- 5 pts. Summary/review of chapter: one page single spaced.
- 5 pts. Personal reflection of chapter: one page single spaced.
- 5 pts. Paragraphs are well written without mechanical and usage errors.
- 5 pts. Personal connections to the information are strong and implications for education are meaningful.

II. Two Journal Articles (2 x 20 pts ea.= 40 pts):

- Write a summary of the article (s) from one of the professional journals associated with elementary curriculum. Each written article report should include 1) full APA citation of the article at top of the page, 2) precise (one page single space summary), and 3) personal/professional reaction to the article. You will share and discuss content of your articles with the class.

Rubric

- 5 pts. Summary/review of article
- 5pts. Personal reaction to article
- 5pts. Paragraphs well written/APA correct
- 5 pts. Personal connections are meaningful

III. Curriculum Time Line (25 pts):

- Interview with a teacher. Select either a retired teacher or one with over 25 years of teaching experience. Write in a time line format the names of various reforms or curriculum names your interviewee can recall.

IV. Core Curriculum Research (100 pts.):

- From this research you will take away with you examples of best curricular practices in four core areas: Math, Reading, Science and Social Studies.
- You may research your current school's curriculum or contact a school.

- See attached information.

CHOICE of preparing a Portfolio OR writing a Research Paper.

V. Portfolio (220 pts.): Due

- In lieu of writing a research paper students will develop a research portfolio.
- See attached information below.

OR

VI. Research Paper (220 pts): Due

- The purpose of this 10 page paper is for each of you to address an issue or set of related issues about one curricular theory and/or practice in elementary schools. The issue(s) should grow out of your course work in conjunction with your own interest, concerns and experiences related to elementary curriculum. The paper is an opportunity for you to look at an issue or problem that is of interest to you based on your understanding and interpretation of course content. The project should consist of at least three sections. In the first section you will briefly describe the curricular issue you chose and why it is of interest to you as a teacher or administrator. In the second section you should present and discuss the issue(s) in its full extent. In the final section you should address how your understanding and interpretation of this issue will influence/challenge/change your teaching as a teacher or your work as an administrator in the future.
- Paper must be in APA format and be grammatically correct. Papers not in APA research format will be returned. Minimum 5 references, limit two from internet.
- See attached rubric
- Send your proposed paper topic to Instructor for approval prior to beginning paper research.

VII. Participation and Discussion (100 pts):

All students are expected to fully participate in online discussions. We will use the social network site Ning. Case Studies and TIPS will be assigned for discussion. The instructor may not respond to each student's posting, but will check comments daily and respond as needed.

VIII. Late work: Five point deduction each day work is late. Email instructor if emergency situation occurs.

[CAVEAT: The instructor reserves the right to change and/or adjust the syllabus to best match the objectives of this class]

Course Assessment:

Activity	Points
Journal Articles (2)	40
Curriculum Time Line	25
Paper OR Portfolio	220
Participation/discussion	100
Best Practices Research	100
Text Chapters	180
TOTAL	645

A = 90% of points B = 80 % of points C = 70 % of points D = 60% of points F = 50% of points

Students earning points equaling a C may work with instructor to raise grade to a B.

Elementary Curriculum Portfolio

DIRECTIONS: At the end of each chapter in your text *Fundamentals of Curriculum* is a section titled “Questions and Projects.” From that section I have selected the following activities I would like you to consider using in the development your curriculum portfolio.

Use the attached Portfolio assessment sheets for each of the nine sections of your portfolio. Gather your information in an attractive easy to read slender binder. Choosing to submit an electronic portfolio would be fabulous.

***Your responses should be no less than one page, single spaced, 12 pt. font, Times New Roman.**

Please select only **ONE** of the suggested activities from each chapter.

Chapter One Portfolio options:

#3; 5 or 7.

Chapter Two Portfolio Options:

#1, 2, 4 & 5 - do as one; 7 or 8.

Chapter Three Portfolio Options:

#1; 3; 4 or 6

Chapter Four Portfolio Options:

#1; 4; 5; 9 or 10

Chapter Five Portfolio Options:

#1; 4; 5 or 9

Chapter Six Portfolio Options:

#1; 3; 4; 5 or 6

Chapter Seven Portfolio Options:

#5; 6; 8 or 9

Chapter Eight Portfolio Options:

#1; 4; 5; 6; 9 or 10

Chapter Nine Portfolio Options:

#1; 2; 3; 5; 6

Instructions
for Completion of
Portfolio Entry Cover Sheet

Course Number and Name: Ed742 Elementary Curriculum

NCATE Competency/Competencies:

List the NCATE Competency or Competencies that this project addressed. See attached list of NCATE Competencies and Indicators. You need only list the Competency or Competencies, not the specific indicator, such as:

- 4. Professional Development and Human Resources
- 7. Interpersonal Relationships
- 10. Community and Media Relations

A. Description (What did you do and how did it link to the Competency/Competencies?)

Describe this project and explain how it relates to the Competency/Competencies listed above.

B. Reflection (What did you learn?)

Reflect on what was learned from the experience of creating this entry. This response should demonstrate thoughtful reflection about the project experience.

C. Revision (What would you do differently?)

Think about what changes you would make to improve the quality of the project. Think of these changes in terms of their usefulness for a school and/or students in a school, rather than responding to changes in the project in the context of the course.

D. Professional Growth (How will what you learned help you in the future?)

Reflect on what you learned from this project that will improve your knowledge or performance as a school leader. Describe any new knowledge or skill gained and

explain how this will help prepare you for your role as an educational leader now or in the future.

Portfolio Artifact Entry Cover Sheet

Course Number and Name:

ED742 Elementary Curriculum

NCATE Competency/Competencies:

A. Description

B. Reflection

C. Revision

D. Professional Growth

NCATE COMPETENCIES AND INDICATORS FOR SUPERINTENDENTS AND PRINCIPALS

1. Professional and Ethical Leadership

- 1.1 Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning
- 1.2 Use motivational theory to create conditions that motivate staff, students and families to achieve the school's vision
- 1.3 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills
- 1.4 Initiate, manage, and evaluate the change process
- 1.5 Identify and critique several theories of leadership and their application to various school environments
- 1.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society
- 1.7 Manifest a professional code of ethics and values

2. Information Management and Evaluation

- 2.1 Conduct needs assessment by collecting information on the students; on staff and the school environment; on family and community values, expectations and priorities; and on national and global conditions affecting schools
- 2.2 Use qualitative and quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research
- 2.3 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement
- 2.4 Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications

3. Curriculum, Instruction, Supervision, and the Learning Environment

- 3.1 Create with teachers, parents and students a positive school culture that promotes learning
- 3.2 Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice
- 3.3 Base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates
- 3.4 Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs and changing conditions
- 3.5 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.

- 3.6 Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionalities
- 3.7 Utilize a variety of supervisory models to improve teaching and learning
- 3.8 Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes
- 3.9 Assess student progress using a variety of appropriate techniques

4. Professional Development and Human Resources

- 4.1 Work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as resource, and to ensure that professional development activities focus on improving student outcomes
- 4.2 Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace
- 4.3 Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff
- 4.4 Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development
- 4.5 Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity
- 4.6 Negotiate and manage effectively collective bargaining or written agreements

5. Student Personnel Services

- 5.1 Apply the principles of student growth and development to the learning environment and the educational program
- 5.2 Develop with the counseling and teaching staff a fully program of student advisement, counseling, and guidance services
- 5.3 Develop and administer policies that provide a safe school environment and promote student health and welfare
- 5.4 Address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students
- 5.5 Plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership and scholastic needs; working with staff, students, families, and community

6. Organizational Management

- 6.1 Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories
- 6.2 Apply a systems perspective, viewing schools as interactive internal systems operating within external environments

- 6.3 Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals
- 6.4 Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary

7. Interpersonal Relationships

- 7.1 Use appropriate interpersonal skills
- 7.2 Use appropriate written, verbal, and nonverbal communication in a variety of situations
- 7.3 Apply appropriate communications strategies
- 7.4 Promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- 7.5 Apply counseling and mediating skills, and utilize stress management and conflict management techniques

8. Financial Management and Resource Allocation

- 8.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts
- 8.2 Acquire and manage financial and material assets, and capital goods and services, allocation resources according to district or school priorities
- 8.3 Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community
- 8.4 Perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management

9. Technology and Information Systems

- 9.1 Use technology, telecommunications and information systems to enrich curriculum and instruction
- 9.2 Apply and assess current technologies for school management and business procedures
- 9.3 Develop and monitor long range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and about staff development, keeping in mind the impact of technologies on student outcomes and school operations

10. Community and Media Relations

- 10.1 Analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs
- 10.2 Articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs
- 10.3 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community
- 10.4 Involve family and community in appropriate policy development, program planning, and assessment processes
- 10.5 Develop an effective and interactive staff communications plan and public relations program
- 10.6 Utilize and respond effectively to electronic and printed news media

11. Educational Law, Public Policy and Political Systems

- 11.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education
- 11.2 Apply knowledge of common law and contractual requirements and procedures in an educational setting
- 11.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings
- 11.4 Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development
- 11.5 Make decisions based on the moral and ethical implications of policy options and political strategies
- 11.6 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts
- 11.7 Develop appropriate procedures and relationships for working with local governing boards

12. Internship

- 12.1 Requires a variety of substantial in-school / district experiences over an extended period of time in diverse settings, planned cooperatively and supervised by university and school district personnel

**Core Curriculum Research
Assignment Sheet
Ed742 Elementary Curriculum
Dr. Denise K. Lajimodiere**

ELCC Standards Addressed by this assignment:

- 1.1a) Candidates develop a vision of learning for a school that promotes the success of all students.
- 2.2a) Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- 2.3a) Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- 2.3c) Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
- MN A10). Demonstrate the ability to implement change or educational reform.
- MN L.5) Identifying and giving priority to significant issues.
- MN I1) Demonstrate an understanding of research of learning and instructional strategies.
- MN I2) Describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels.
- MN I4) Demonstrating the ability to utilize data for instructional decision making.

"The single most important step on the way to becoming a scholar or researcher is to read, critically analyze and discuss studies on curriculum questions" (Walker, 2003. p. 171).

For the following assignment, consider your school's current curriculum in Math, Science, Reading, Social Studies. OR choose a different specific curriculum you are interested in. Research the origination of the curriculum, replying to the following areas:

Gather artifacts from one specific model in each of the four core areas regarding the following questions. Put in a soft bound binder.

For each core curriculum area give:

1. Title of curriculum/program/model
2. Description
 - a. Who was the author(s) or lead researcher(s)?
 - b. His/her background?
 - c. What is the supporting theory?
 - d. What university (if any) did it come out of?
 - e. Provide hardcopies of evidence
3. Evidence of effectiveness
 - a. What studies were done? (Nationally). List web link to study or add hard copy to portfolio.

4. Costs of the curriculum. Provide evidence.
5. Why did your school select it?
 - a. What was the selection process?
6. How was staff trained?
7. Where did you locate your information? Provide hard copies or links to web sites.
8. Which of the four areas is your school currently focusing on? (Answer only once).
 - a. Why?
 - b. What is a plan for remedy?

CURRICULUM EXAMPLES:

Saxon Math (Reading)
 SRA (Reading)
 Success for All (Reading, Math)
 FOSS (Science)
 SRA (Reading) (McGraw Hill)
 Houghton Mifflin (all areas)
 Making Meaning & Readers
 Workshop (Reading)
 PALS (Reading)
 Prentice Hall (all areas)
 STARBASE
 Literacy By Design

Holt (all areas)
 Glencoe (all areas)
 Time Links – SS (MacMillan/McGraw Hill)
 Science: A Closer Look (MacMillan/McGraw Hill)
 Science Discovery Works (Silver Burdett/Ginn)
 Investigation Mathematics

 Scott Foresman (all areas)
 Read 180
 Everyday Math (U of Chicago Math Project)
 Math Connects (Glencoe/McGraw/Hill)