EDAD 660 Curriculum Design and Teaching Strategies

Leo Bradley
bradley@xavier.edu

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COURSE DESCRIPTION

This course will examine the elements of curriculum design (theory, research, planning, development, monitoring, assessment, and evaluation), the elements of appropriate teaching strategies (the implementation phase of curriculum), and the interrelationships between curriculum, instruction, and assessment.

This course will examine the gaps that currently exist between curriculum and instruction in actual practice and present strategies and methodologies to bridge the curriculum, assessment, and instructional gap.

COURSE OBJECTIVES

Students will:

- Critique, analyze, synthesize, evaluate, and present on the most current research, issues and trends in curriculum, instruction, and assessment at both the state and national level.
- Practice curriculum and instructional problem solving using group process activities.
- Actively engage and respond to activities for the discussion of theory, practice, and trends in curriculum and instructional leadership.
- Demonstrate knowledge and skills in curriculum, design, content, process, and products.
• Provide data and evidence that they can:
  o Explain and identify examples of curriculum leadership theory/best practice.
  o Differentiate between dialogue and preparatory curriculum development models.
  o Evaluate curriculum process and products.
  o Explain the ramifications of curriculum decision making processes.
  o Compare and contrast curriculum leadership styles.
  o Explain, apply, and critique curriculum change.
  o Identify and explain teaching strategies that support curriculum design.
  o Compare and contrast curriculum evaluation models.
  o Evaluate the uses of technology in curriculum design, development, and implementation.
  o Design and deliver curriculum that correlates with how the brain learns.
  o Evaluate how traditional grading & testing methods affect curriculum design and implementation.
  o Use data to drive curriculum & instruction.
  o Use continuous improvement processes in curriculum and instruction.
  o Be a positive contributor to a learning community.
CLASS SCHEDULE

Class schedule follows text chapters in the following order:

- Chapter VII  “The Role of Paradigms in Curriculum Change”
- Chapter VIII  “Correlating Curriculum Design with How the Brain Learns”
- Chapter IX and X “Technology and Curriculum Development” & “Student Credentialing”
- Introduction
- Chapter II  “Principles and Operational Definitions of Curriculum”
- Chapter III  “Curriculum Development Process”
- Chapter IV  “Curriculum Decision Making”
- Chapter V  “Curriculum Documents”
- Chapter VI  “Curriculum Program Evaluation”
- Chapter I  “Curriculum Leadership: The Unique Educational Leadership Domain”

CLASSROOM REQUIREMENTS AND GRADING POLICY

CLASS GRADE: Data, information, and evidence that describe the level of student competence in achievement of course objectives. This data, information and evidence will be gathered from the performance of the student on a weekly basis. Data, information, and evidence includes, but is not limited to, interaction with peers and professor in small and large group settings, active participation in dialogue relative to course objectives, student input and feedback, and responses during class or written documentation that indicate the student has prepared for class by completing readings or other assignments. (25% of grade)
PLEASE NOTE: It is assumed that regular attendance is necessary to meet course objectives, and is required for a grade of “A.” Any use of cell phones or other personal technical devices not related to class activities is prohibited.

- Team research project and presentation (25%)
- Mid-term Exam (25%) Teaching Observation/Class Research
- Final Exam (25%) Research Paper on Current Issue

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>86-89%</td>
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<tr>
<td>B</td>
<td>82-85%</td>
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<tr>
<td>B-</td>
<td>80-81%</td>
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TEXTBOOK

“Curriculum Leadership, Beyond Boiler Plate Standards” by Leo H. Bradley

OFFICE HOURS

Please call (513)745-3701 or Email thomasa7@xavier.edu for an appointment.

Office location is 304 Hailstones Hall

Email: bradley@xavier.edu
TEAM RESEARCH PRESENTATION DESCRIPTION

- The allotted time is 90 minutes.
- The presentation is to last no longer than 60 minutes. The remainder of the time is devoted to group discussion and questions.

EVALUATION

The presentation/discussion will be evaluated using the following criteria:

- The presenters make a clear and accurate presentation of their topic, using methods and resources of their choosing.
- The presenters facilitate a conversation that engages all the participants:
  - Balanced(presentations/discussion)
  - Facilitation (listening, responding etc.)
  - Research based discussion
  - 100% participation
  - Participant engagement evident
  - Used time frame effectively

TEAM RESEARCH TOPICS

Curriculum/Instruction/Staff Development Teams (25%)

Team #1: Create a culture that would sustain ongoing Curriculum/Instruction/Staff Development Team. Include an assessment process.

Team #2: Analyze the professional knowledge, strengths, and weakness of the class and develop target goals for professional development.

Team #3: Demonstrate how technology can facilitate curriculum development implementation.

Team #4: Design and present a defining system for Curriculum/Instruction/Staff Development Team.

Team #5: Develop and present instructional strategies to specific content (you choose the specific content) that addresses the needs of diverse learners.
Listed below are seventeen (17) of the most pertinent curriculum issues of today. Each student will choose or be assigned one of the topics and perform the following:

A. Research the topic.
B. Prepare a three page paper on the research topic.

1. Academic area initiatives
2. Alternative schooling arrangements
3. Bilingual/bicultural education
4. Censorship
5. Gender
6. Health education
7. Multiculturalism/diversity
8. Privatization
9. Provision for exceptionalities
10. Religion in public schools
11. Scheduling arrangements
12. Standards/assessments
13. Learner centered curriculum
14. Society centered curriculum
15. Knowledge centered curriculum
16. Progressive curriculum
17. Trends in subject fields
Xavier University Early and Middle Childhood Education Programs  
Field and Student Teaching Observation

Student Name ___________________________ Date of Observation __________________

Cooperating Teacher _______________________ School/Grade ______________________

Please evaluate the Xavier University student by placing checkmarks as appropriate below. Please include narrative and anecdotal remarks on the form as well.

E (Exceeds Expectations)  P (Proficient)  IP (In Progress)  C (Concerns)

<table>
<thead>
<tr>
<th>Focus on Teaching and Learning (OSTP:1,2,3,4)</th>
<th>E</th>
<th>P</th>
<th>IP</th>
<th>C</th>
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<tbody>
<tr>
<td>Models respect for students’ diverse cultures, language skills, and experiences.</td>
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<tr>
<td>Knows content being taught and uses knowledge of content-area concepts, assumptions, and skills to plan instruction.</td>
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<td>Makes content meaningful and relevant to students’ lives.</td>
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<td>Selects, develops, and uses a variety of diagnostic, formative, and summative assessments.</td>
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<td>Aligns instructional goals and activities with school and district priorities and Ohio’s academic content standards.</td>
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<td>Uses information about students’ learning and performance to plan and deliver instruction.</td>
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<td>Communicates clear learning goals and explicitly links learning activities to those goals.</td>
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<td>Differentiates instruction to support learning needs of all students.</td>
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<td>Creates and selects activities designed to help students develop as independent learners and complex problem-solvers.</td>
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<td>Uses resources and technology effectively to enhance student learning.</td>
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<td>Conditions for Teaching and Learning (OSTP 5)</td>
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<td>IP</td>
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<td>Treats all students fairly and maintains an environment that is respectful, supportive, and caring.</td>
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<td>IP</td>
<td>C</td>
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<td>Maintains an environment that is conducive to learning for all students: prepares materials in advance, manages student behaviors and transitions, and effectively paces lessons.</td>
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<td>IP</td>
<td>C</td>
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<tr>
<th>Teaching as a Profession (OSTP 6,7)</th>
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<th>IP</th>
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<td>Communicates clearly and effectively with proper oral and written language.</td>
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<td>IP</td>
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<td>Exhibits professional dispositions such as appropriate dress, punctuality, and consistent attendance.</td>
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<td>IP</td>
<td>C</td>
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Additional comments and Observational Notes:

For the final observation, the observer should mark one of the following in reference to student’s overall performance.

Date:
- does not meet expectations
- meets expectations
- exceeds expectations

Signatures below verify that the marking of each standard and the supporting evidence have been discussed with the student teacher/field student.

Observer’s Name/Role ____________________________________________

Observer’s Signature ___________________________________________

Student’s Signature ____________________________________________