



Professional Education Unit

Department of Middle Grades and Secondary Education

Curriculum & Instructional Design

EDTL 606-301

Internet

Spring 2012

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Office Hours: Spring 2012: M 8:30-11:30; Th 11:30-2:30

Course Description: This course will provide candidates with an overview of curriculum models, their historical and philosophical foundations, and their inherent practices. Candidates will further examine practices that allow for differentiated instruction in a variety of learning environments. The culminating performance will involve the development, implementation, and evaluation of a candidate-designed content-specific curricular framework.

Community Engagement: A Light to and From the Mountains The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, research, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides our activities.

To What We Aspire: The College of Education at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, plus the research, literature, and experiences specific to Appalachia - training professionals who improve the schools, quality of life, and communities in which they live and serve. This statement is not only the strategic mission statement for the College, but it also incorporates the conceptual framework which guides all our activities. Out of this vision flow the following critical outcomes: Informed Decision Making, Holistic Education, Collaboration/Coalition Building, and Empowerment. In the College of Education it is our dream that, as we pursue our hopeful vision together, the good

we do will ripple through our students and their students and clients and the communities they serve so that a generation from now the darkest elements of our history will be mere history and America will see, not night coming to the Cumberlands, but a light shining out from them - a reflection of the best and brightest Appalachia and America have to offer. Students in this course will be introduced to a variety of theories of human development, including cognitive developmental theory. This follows the philosophical and theoretical premises of constructivism. Students will apply many of these theories to data collected from their observations of elementary school students, and students in an alternative school setting. Discussion during class and student reflection on schooling experiences will enhance understanding of the various concepts and theories, as well as recognition of their use in school curriculum and practices. Diversity will be explored as it relates to human development and education.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

- articulate** major trends and current issues affecting educators nationally and internationally;
- employ** numerous instructional technology *teaching strategies* which accommodate learners of all ability and interest levels;
- ascertain** technologically and *developmentally appropriate teaching strategies* for a diverse group of students;
- evaluate** and **reflect** upon the effectiveness of assessment procedures on student learning;
- integrate** technology (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective instruction and student learning;
- integrate** best – practice literacy strategies for effective instruction and student learning;
- align** unit and daily lesson plans to local, state, national, and international standards in order to close the achievement gap in specific discipline areas;
- demonstrate** resourcefulness in the acquisition of curriculum construction for informed and competent teaching.

Candidates in the Teacher Leader Master's: **ALL Teacher Leader (TL) candidates must complete a capstone project as a part of the TL Master's or TL Fifth Year Program.** A capstone project requires TL candidates to apply the skills learned in TL courses to address a real-world situation. While activities in each of the TL courses may be linked to some aspect of the capstone, students will develop an example proposal for a chosen research topic in EDTL 603 Research and Teacher Leadership. That topic can remain the focus of the actual capstone project or the

example proposal can serve as a model for a new capstone topic. The capstone project is to be completed within the last six hours of the Teacher Leader program. In the semester that the capstone is completed, candidates must register for EDTL 690, a zero-credit, no charge course. Once registered for EDTL 690, candidates will have access to modules developed to provide assistance in the successful completion of the capstone project.

Required Textbook: Schiro, M. (2008). *Curriculum theory: Conflicting visions and enduring concerns*, Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-5316-0.

Aligned with → Assessment → (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS) Click here for KCAS Click here for Core Content 4.1	Education Professional Standards Board (EPSB)	SPA standard Click here to go to your standard	NCATE/ TEAC
Module 1 (100) CFO 1, 4 SLO: 1	I-XI		Diversity, literacy		1, 3
Module 2 (200) CFO 1-5 SLO: 4	I-XI; VI featured	KY technology proficiency	Diversity, assessment, literacy	ISTE NETS-T, NETS –S	1, 3, 4
Module 3 (200) CFO: 1-5 SLO: 1, 4, 6	I-XI; II, III featured		Diversity, assessment, literacy, achievement gap, technology		1, 4
Module 4 (500) CFO 1-5 SLO: 1-8	I-XI		Diversity, assessment, literacy, achievement gap, technology		1, 3, 4

*** Due to the nature of this course, the KCAS and the SPA standard will vary according to your discipline area.**

Assignment Descriptions:

Program: Teacher Leader - Curriculum & Instructional Design (EDTL 606)	
Assessment (point value)	Description
Modules 1 (100)	<u>Reflective Practice</u> : Reflections on classroom teaching and its effect on students are crucial to understanding change process in the schools. It will be assessed according to the ability to which one can detail the interaction, action, and consequences of the teacher and students. This module consists of three assignments valued at 33, 34, and 33 points each. *See BB assignments for more details.
Module 2 (180) + DB (20)	<u>Technology Management Plan</u> : In coordination with both the curriculum and classroom management plans, candidates will develop a plan for technology use that will support student learning. Current practice, research, and theory are blended to produce solutions to problems and long-term goals for your classroom. It will be assessed according to the following: Ability to identify multiple sources of content supportive information and /or educational technology with appropriate justification of its use, presentation of the plan and its effect on students, concept goals measuring before and after technology application and remediation or extension plans. This module contains a Discussion Board worth 20 points. The DB will be posted separately on the gradebook. *See BB assignments for more details.
Module 3 (170) + DB (30)	<u>Classroom Management Plan</u> : In coordination with the curriculum plan, candidates will design a classroom management plan, which is based on current solid practice, research, and theory. It will be assessed according to the following: research-proven practice from current research, the extent to which non-majority groups are addressed, and presentation of the plan. This module contains a Discussion Board worth 30 points. The DB will be posted separately on the gradebook. *See BB assignments for more details.
Module 4 (470) + DB (30)	<u>Curriculum in chosen discipline</u> : Writing a curriculum framework for the classroom is an important event based in solid pedagogical research, assessment, theoretical, and philosophical underpinnings. In this course, candidates will develop an action proposal for change based on a curricular need as assessed through state and national exams, local needs, and/or professional judgment. The proposal will be enacted and researched as to its efficacy through multiple observations and assessments. It will be assessed according to supportive data for national exam performance, a cooperative plan developed through the candidate's school SBDM and/or action committee, presentation of research to colleagues and peers, and development of resulting curriculum. This module contains a

Discussion Board worth 30 points. The DB will be posted separately on the gradebook. *See BB assignments for more details.

Course evaluation: The course grade will be determined by several factors. Grades are available on BB gradebook. Each assignment is due on the specified date and class time. Each day late thereafter loses 10% from the given score. Please see, call, or email the instructor in case of emergency. Your assignments are expected no later than the beginning of the class period unless otherwise stated on the schedule or by the instructor. Labs are available across MSU campus and at all off-campus centers.

Points: There are 1000 points available in the course. A= 90 -100% B= 80 - 89% C= 70 - 79% D= 60 - 69% E= below 60%.

All assignments are due by 11:55pm of the listed date of the Assignment. For example, if an assignment is due August 30, it should be turned in by 11:55pm August 30. All assignments should be sent to Dr. Lennex via the Assignments area on Blackboard. You will see an exclamation mark in the gradebook for your successful assignment drop. If you do not see an exclamation mark, please try to browse, attach and upload the file to me again. Please keep all your email correspondence and Assignments receipts to demonstrate contact and attempted delivery of assignments. It is your responsibility to have a working, reliable Internet service provider. If Blackboard malfunctions, Dr. Lennex will make allowances for lost, mishandled, etc., assignments that are given to her through this medium. Please do not attempt to deliver assignments via email unless specifically requested by the instructor. Assignments will be graded and returned within ten days of the due date, 11:55pm, to your email address as it is listed on BB. All grades for assignments will be posted within two weeks of the due date onto BB gradebook. If you score less than a C (70%) on an assignment, you may submit a revision of the entire assignment based on the comments for the original assignment. The revision would be due no later than one week from the posting of grades for the given assignment.

Course Objectives:

1. Become a leader in school and community through discussion about content area of specific ways to address the strengths and needs of all students.
2. Review current literature on high-quality research on student learning and college readiness.
3. Enhance instructional design using the Program of Studies, Core Content for Assessment, college readiness standards, and National Standards.
4. Analyze curricular models their inherent instructional practices, and how these practices can influence student learning.
5. Identify curricular model(s) and influences in local school/district.
6. Develop and deliver a plan for differentiated instruction based on continuous assessment of student learning and classroom management.
7. Develop a classroom management plan conducive to learning for all students.
8. Develop and conduct meaningful, professionally relevant, research projects within selected classes as part of the regular curriculum.
9. Design, implement, and analyze differentiated instructional practices to meet diverse learning needs of the students using the Program of Studies, Core Content for Assessment, and college readiness standards.
10. Assess and communicate learning results.
11. Incorporate reflections on teaching that inform best practice in preparing students for post-secondary life.
12. Support student achievement in diverse settings including those in using technology (handhelds, workstations, and interactive whiteboards) and on the Internet.

13. Appropriately use technology to support instruction and learning.

Kentucky Teacher Standards are addressed in this course: <http://www.kyepsb.net/teacherprep/standards.asp>. The Program of Studies and or KCAS will apply to each individual teacher. Math and Language Arts are KCAS; Science and Social Studies are in transition. The individual program standards, or SPAs, are located at <http://www.ncate.org>.

Links to Websites for NCATE/EPBS Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp>. This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>. This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kyepsb.net/teacherprep/cart/themes6.asp>. This site lists the themes of pre-service teacher preparation which are integrated within this course.

EPBS Themes: Diversity: This course addresses curriculum building from the perspective of the whole student. The reading materials and activities are designed to highlight ways in which teachers may address the specific needs of a differentiated learning environment. **Assessment:** This course encourages assessment through whole curriculum. Analyzing results of curriculum research assists in building terrific curriculum for our 8-12 schools. **Literacy:** There are many, many readings within this course which will provide a good background for analysis of research within curriculum construction. **Closing the Achievement Gap:** Candidates in this course are required to reflect upon their own teaching and learning within the context of each week's readings. With the culminating project, the candidate has learned some valuable techniques from which to close the achievement gap.

Academic Honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>. For example: copying information from the internet is plagiarism when appropriate credit is not given.

Americans with Disabilities Act (ADA) News: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." It is the student's responsibility to inform the instructor of any special needs before the end of the first week of class. Special needs include visual, auditory, or testing requirements. You must have appropriate documentation from student services. *Policy for Accommodating Students with Disabilities:* Professional staff from the MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students enrolled in departmental classes. Further it is the responsibility of the student to seek missed work in this class and deliver that missed work within a reasonable amount of time after an illness, etc. You must call or email the instructor as soon as possible to detail the nature of the illness, etc., in order for late work to be accepted.

Campus Safety Statement: In the event of an emergency, it is very important that we understand evacuation routes, safety protocols, and appropriate behaviors. If you will need assistance with compliance to these measures, please

notify Dr. Lennex by the end of the first class period. Failure to follow the designated emergency measures could result in personal or group injury. Emergency response information will be discussed in class. *Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. *You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. *Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Tentative Daily Schedule Spring 2012 (Internet Course): This schedule may change with notice

Date	Topic	Readings	Assignments Due
Tues. 1/17	Class Begins	Modules 1-3 draw from Schiro as well as supplemental readings listed on BB assignments.	
Wed. 1/18	Virtual Classroom Chat on class procedures for assignments, chats/DB: 6:45-7:15pm EST	Blackboard Virtual Classroom Chat button from left-hand pane (not wimba). <u>Chats are not required but are recommended.</u> All are archived. Please read chats for further information on chapters. If no one is present in the chat within five minutes of opening, chat will be closed.	
Fri. 1/27	Virtual Classroom Chat for Module 1.1: 6-7pm EST	Virtual Classroom Chat button	
Sat. 2/4	Module 1: assignment 1 Reflection of curriculum constructs	Textbook, Blackboard materials, Assignment button	Summative Module 1.1, assignment Due
Sat. 2/11	Module 1: assignment 2 Reflection of curriculum manifestations	Textbook, Blackboard materials, Assignment button	Summative Module 1.2, assignment Due

Sat. 2/25	Module 1: assignment 3 Reflection of current practices in curriculum	Textbook, Blackboard materials, Assignment button	Summative Module 1.3, assignment Due
Mon. 2/27	Discussion Board Open Module 2	Assignment button	
Wed. 2/29	Virtual Classroom Chat Module 2: 7:15-8pm EST	Virtual Classroom Chat button	
Wed. 3/7- Sat. 3/10	Dr. Lennex at SITE conference		
Sat. 3/17	Module 2: Technology Plan for your classroom	Blackboard materials, Assignment button; Discussion Board Module 2 closes 3/17 at 11pm	Summative Module 2 Due
Mon. 3/19- Fri. 3/23	Spring Break	No Classes MSU	
Mon. 3/26	Discussion Board for Module 3 open	Assignment button	
Wed. 3/28	Virtual Classroom Chat Module 3: 7:15-8pm EST	Virtual Classroom Chat button	
Sat. 4/7	Module 3: Classroom Management Plan	Blackboard materials, Assignment button; Discussion Board closes Module 3 11pm	Summative Module 3 Due
Wed. 4/11	Virtual Classroom Chat: Module 4: 7:15-8pm EST	Virtual Classroom Chat button	
Mon. 4/16	Discussion Board for Module 4 open	Assignment button	
Sat. 4/28	Module 4: The Curriculum Plan for your Discipline	Blackboard materials, Assignment button; Discussion Board closes Module 4 11pm	Summative Module 4 Due

Mon. 5/7-Fri. 5/11	Finals week	There is no final exam in the class. Module 4 is the critical performance and final product.	
Sat. 5/12		Commencement	

COMMUNICATIONS:

All candidates are expected to maintain an MSU electronic mail account, which they check at least once a day. An online class requires as much time as a face-to-face class. Plan for at least four hours per week to read, respond, and plan for the course. Candidates can expect to receive group communication during the semester through the Announcements section on Blackboard and should check e-mail each day; course Announcements each week.

If the instructor asks a question, response from the recipient is required by email. If no response is given within 72 hours, any requested information will be considered denied by the candidate. If the request asked for clarification of an assignment, the assignment will be given a grade based on the original information. It is important to answer your email. Email is the main communication in this class. It is important you maintain appropriate Internet connectivity, Web browser, and service. It is strongly suggested that candidates use an Internet Service Provider (ISP) separate from their school system if they are working this term in a PreK-12 environment.

Assignments for delivery to the instructor should be formatted in Microsoft Word. If candidates do not have Word, they may send assignments in RTF (rich text format). Better still is to use a Cloud server, such as Google Docs, and make the page open to Dr. Lennex. Assignments should not be sent in Works format. Assignments will be received through the Assignments button. An area is designated within the module folder for assignment drops. All due dates correspond to the syllabus.

Throughout the semester, candidates will be asked to respond to questions on the Discussion Board. Discussion Board postings are required. Discussion Boards are graded based on response. The questions will be relevant to in-class assignments, Virtual classroom logs, and world events. The Virtual classroom is an excellent meeting room for online classes. Since many candidates are full time teachers, the Virtual classroom will be used in the evenings. All Virtual Classroom discussions are archived. Grades are not given, and participation is not required, for the Virtual Classroom.

All candidates are expected to complete outside readings for the course. Full text readings will be available through our Blackboard site. Outside readings may consist of web sites linked to the Blackboard external links button, ERIC Clearinghouse, or other items available through the databases, inter-library loan, or full-text from Camden-Carroll Library. Some of these readings are in PDF format. Please see <http://www.adobe.com/> for a free reader download.

SELECTED COURSE RESOURCES:

Banks, J. A. (1988). *Multiethnic education, theory, and practice, 2nd ed.* Boston: Allyn and Bacon.

Banks, J. A. (1991). Multicultural education: Its effects on students' racial and gender role attitudes. *Handbook of Research on Social Studies Teaching and Learning*. New York: Macmillan Publishing Company, pp. 459-469.

- Curry, L. (October 1990). A critique of the research on learning styles, *Educational Leadership*, pp. 50-54.
- Joyce, B., Weil, M., & Showers, B. (1992). *Models of teaching*, 4th ed. Boston: Allyn and Bacon.
- Klecker, B., Lennex, L., & Lackner, K. (2004). Evaluating the integration of technology in a teacher preparation program. ERIC ED 481 667.
- Lazear, D. (1991). *Seven ways of knowing*. Palatine, Illinois: Skylight Publishing.
- Lennex, L. (2008). *Digital natives and the use of video iPods: A Lewis and Clark expedition*. In C. Crawford et. al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 4913-4915). Chesapeake, VA: AACE.
- Lennex, L. (2007). The faculty Web page: contrivance or continuation? *Tech Trends*. 51(5), pp. 32-37.
- Lennex, L. (2006). *Is This On The Test? Technology Integration Perception in Teacher Education Classes*. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2006* (pp. 1695-1700). Chesapeake, VA: AACE.
- Mertler, C. (2007). *Interpreting standardized test scores*, Sage Publications: Los Angeles, CA.
- Oliva, P. (2005). *Developing the curriculum, 6th ed.*, Pearson: Boston, MA.
- Reinhartz, J., & Beach, D.M. (1992). *Secondary education: Focus on curriculum*. New York: Harper Collins Publishers.
- Stotsky, S. (October 1991). Cultural politics, *The American School Board*, pp. 26-29.
- Tarr, J. E. Mittag, K., Lennex, L., & Uekawa, K.. (2000). A comparison of calculator use in eighth-grade mathematics classrooms in the United States, Japan, and Portugal: Results from the third international mathematics and science study, *School Science and Mathematics*, (100)3, 139-50. Also appears as ERIC, ED 429 848, December 1999.
- Tierney, D. (Summer 1988). Teaching content through a multicultural lens: A social studies case study, *The Journal of Educational Issues of Language Minority Students*, pp. 15-21.
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: The University of Chicago Press.