
General Course Information for EDC G660
Designing Secondary Curriculum and Learning Strategies
FALL 2006

Section time: 4:00-6:30 pm

Day: Wednesdays

Location of class: TBA

Office hours: One hour before each course meeting, or by appointment. Other times which may be convenient for you if you are taking other evening courses: I am also available on Tues/Thurs 4:00-5:00.

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Catalog Description

This course examines current principles of curriculum and instruction, and state and national standards for the teaching of the disciplines at the middle and secondary school levels. Students review teaching materials and methods, design curriculum units, develop strategies for communicating with students from diverse backgrounds, do micro-teaching, design assessment and evaluation instruments, and critique their own and one another's efforts. This is a field-based course in which students are asked to reflect on the learning and teaching they see in a variety of school sites, and apply what they observe as they design curriculum units.

Course Relationship to the Professional Education Units (PEU) Conceptual Framework

Successful participation in the course is intended to help the "Thoughtful and Responsive Educator" make a commitment to life-long learning by promoting a foundation in professional development. Teacher-candidates will develop strategies in classroom management based on expectations for ethical behavior. They will develop self-reflective as well as collegial constructive criticism practices. Teacher-candidates will also develop understandings in content, pedagogy, assessment and technology. They will prepare lesson plans that meet State Frameworks in their disciplines, and practice teaching the lessons to diverse audiences. They will evaluate instructional materials with a mind toward including students from diverse cultural and linguistic backgrounds, as well as students with special needs. They will develop both traditional and alternative assessment tools, keeping in mind that the goal of assessment is to provide feedback on the extent to which curricular goals are being achieved. They will practice using appropriate interactive technology to help deliver lessons. Finally, teacher-candidates will acquire and maintain the practices of caring, collaboration, reflection and social justice by modeling and promoting respectful and productive classroom practices.

Objectives of the Course

This is an Initial Licensure program (Track B) Core III course in Teacher Education in which the "Thoughtful and Responsive Educator" will develop a curricular vision by (Darling-Hammond and Bransford, 2005):

1. Considering educational goals and purposes in general and within content areas, including:
 - Reviewing national and/or state learning and teaching standards,
 - Practicing how to embody these standards in curriculum, and additionally:
 - gaining familiarity with laws governing Special Education and what they mean for the general educator,
 - differentiating instruction for students with diverse needs,
 - Establishing effective learning environments
 - Reflecting on teaching and learning techniques applicable especially to urban settings,
 - Considering the appropriate use of technology in lesson design.
2. Learning about instructional design, including guided practice in:

- Developing curriculum plans, including:
 - using the method of backward design to prepare lesson plans and units,
 - framing enduring understandings, posing essential questions, and writing lesson objectives for learning and performance,
 - designing effective performance assessment evaluation tools, including rubrics,
 - identifying domains of learning and cognitive skills and applications in lessons,
 - Implementing curriculum plans, including:
 - critically examining student work,
 - critically examining the use of technology in delivering lessons.
 - Reflecting on and revising curriculum plans.
3. Reviewing and evaluating curriculum plans, including:
- Developing and practicing perspectives of instructional design:
 - evaluating existing instructional materials, curriculum and other resources for teaching,
 - Evaluating and offering constructive criticism on the implementation of your peers' curriculum efforts, and
 - Studying research on curriculum and its implementation.
4. Developing a professional development plan.

Prerequisites

Core I: EDC-G606 (Sociocultural perspectives) and EDC-G644 (Human development), and
Core II: EDC-G628 (Community, school and classroom structures) and EDC-G646 (Understanding reading), or consent of instructor if not all prerequisites are fulfilled.

Required Texts

- Wiggins, G. and McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: ASCD Press.
- Marzano, R. J., Pickering, D.J., and Pollack, J.E. (2001). *Classroom Instruction that Works*, Alexandria, VA: ASCD Press.
- Students are required to obtain a copy of the current Massachusetts State Frameworks in their disciplines (see the [Massachusetts DOE website](#)) and to be aware of the relevant national standards in their content areas. (**Obtaining this counts as Assignment 1, due at week 3.**)
- Various articles will be assigned for reading (they will be made available at least one week ahead of class, for free download from [electronic reserve at Healey Library](#) - department is EDC, course is 660 - get password from Prof. Sevia in class).
- Recommended text (available for free reading online at <http://books.nap.edu/books/0309070368/html/index.html>): Donovan, M.; Bransford, J. and Pelegriano, J., Eds. (2000), *How People Learn: Brain, Mind, Experience and School*, Expanded Edn. Washington, DC: National Academies Press.

Pre-practicum Requirements

Students will fulfill 15 hours of pre-practicum work to meet the following program goals. Most of the assignments in the course are related to pre-practicum work.

1. *Teach a lesson and collaborate with a classroom teacher*
 - Find a teacher in an urban classroom at the teaching level and subject in which you expect to apply for licensure (middle or high school) and observe in that teacher's classroom. **Assignment 2 (due at week 4) is based on these observations.**
 - Interview the teacher about what choices s/he made about formative assessment while teaching, why s/he made those choices, and why s/he rejected other options that were possible. **Assignment 3 (due at week 6) is based on this interview.**

- With the teacher's assistance, select a lesson topic to present that fits in the curriculum the teacher needs to cover on a date that you and the teacher agree upon, plan a technology-based lesson (**the technology-based lesson counts as Assignment 4, due at week 8**), and teach one class (or more) on that day, while the teacher observes you and provides feedback. Record an audio tape of yourself teaching and transcribe the first 30 questions that you asked during the lesson. **Assignment 6 (reflections on your teaching experience, due at week 11) is based on this. Assignment 7 (analyzing your classroom questioning, due at week 12) is based on this.**
2. *Assessment case study and formal examination of student work (tuning protocol or other similar collaborative strategy)*
- Design two different assessments to accompany the technology-based lesson you present in your pre-practicum experience (**this counts as Assignment 5, due at week 10**). One assessment must be traditional and written, the second assessment must be a performance assessment. Both assessments must have your grading criteria (e.g., answer key, rubric) and a goals-assessment chart. Choose one of the assessments to use with the students on the day you teach your technology-based lesson. Seek approval of your assessment ahead of time from the teacher whose class you will teach in, and administer the assessment to the students on the day you teach.
 - Collect samples of student work on this assessment from at least three different students (high achiever, average achiever, low achiever who would benefit from helpful feedback). We will use the student work, graded by you, in our education class in a formal exercise to look at the assessment you created, but the students will want their work back, so before you return the work to the students make photocopies that you will keep. If the teacher did not want you to grade the papers yourself, make photocopies and then write on the photocopies as if you were grading your own students. To preserve confidentiality of the students, always cross out students' names on work you share with our class, and create code names by which you will refer to the students instead. The collection of this work, and the forum we will conduct in our class, will provide you with what you will need in order to complete the Portfolio that you must complete at the culmination of the Initial Licensure program (UMass and Mass DOE requirement). The portfolio assignment will not be assigned for this course, but you may wish to do it while the information is fresh in your mind.

Additional information will be provided in class about each assignment, if necessary, several weeks prior to the assignment due date. Please feel free to ask for clarification at any time.

Additional Information

Accommodations: Section 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to and discuss them with each professor within a reasonable period, preferably by the end of the Drop/Add period.

[Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studied Bulletin, Undergraduate Catalog, and relevant program student handbook(s).]

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change. Instructions given in class supercede syllabus content.

Grading Policies for EDC G660

Methods of Evaluation

Domain/Assignment	Percent of Grade
Assignments	each worth 10%
- There are eight numbered assignments	
Presentation on additional reading	10%
- Presented by a pair of students in 10-15 minute presentation at beginning of class on a specified date (see below for more information). Presentation must incorporate an instructional strategy we have studied in class or in required readings.	
Attendance and participation	10%
- As a teacher, you are expected to recognize and demonstrate personal responsibility and commitment by attending class regularly. You are also expected to participate in discussions, complete required reading prior to class, and take responsibility for helping to create a positive learning environment by arriving promptly, listening respectfully, and participating constructively.	
- Attendance grade calculated as follows: one absence is permitted with no penalty, but work must be made up. It is possible to make up work by presenting a second additional reading (discuss with instructor). Beyond one absence, any additional absences remove 5 points from the attendance grade. Significant tardiness (more than 30 minutes) removes 2 points from the attendance grade. Attendance policy excepts extenuating circumstances (discuss with instructor).	

Additional information about assignments: There will be ample discussion of rubrics for grading each assignment as part of the course structure. Assignments may be turned in at beginning of class on paper, or by email BEFORE CLASS if student prefers (saves paper). If assignment is emailed after class, it will be counted as late. Make sure to clearly identify your name and assignment number in subject line.

Late Assignment Policy: Late assignments receive half credit, unless they are outstanding, and then they can receive a maximum of 70% credit.

Additional Readings: Assigned one per pair of students, to be chosen by students. These readings provide deeper educational research background on topics we have studied the week prior, so presentations will serve as review and extension. Additional reading presentations will be presented by the pair of students in 10-15 minute presentation at beginning of class on the dates indicated. Presentation must incorporate an instructional strategy we have studied in class or in required readings (can be written/handout or oral).

Date	Reading
Sept. 27	HPL, ch. 2, "How experts differ from novices" (20pp.)
Oct. 4	Snow, <i>Classroom strategies for helping at-risk students</i> , ch. 2, "Cognitively oriented instruction" (10pp.)
Oct. 11	HPL, ch. 3, "Learning & transfer" (pp. 51-61)
Oct. 18	HPL, ch. 3, "Learning & transfer" (pp. 62-78)
Nov. 1	Snow, <i>Classroom strategies for helping at-risk students</i> , ch. 3, "Small groups" (11pp.)
Nov. 8	KWSK, ch. 2, "The nature of assessment and reasoning from evidence" (18pp.)
Nov. 15	Excerpt from Fillmore and Snow (What should classroom teachers know about language? pp. 19-39) from ch. 1 of Adger, Snow & Christian, <i>What teachers need to know about language</i>

Week-by-Week Schedule for EDC G660

Weekly Topics, Reading Assignments, and Assignment Due Dates

Session	Assignment Due
Texts: Marzano et al., <i>Classroom Instruction that Works</i> and Wiggins & McTighe, <i>Understanding by Design (UbD)</i> . Also, additional readings will be posted on electronic reserve (get password from instructor).	
1) Sept 6 – <i>Course expectations</i> <ul style="list-style-type: none"> Welcome, introductions, and what do you want to get out of this course? Discuss course expectations Define pre-practicum experience (guests: Dr. Elaine Bauer, Teacher Education Advising Office & Aimee D’Avignon, Pre-Practicum Coordinator, Teacher Education) Introduce Teacher Toolkit Toolkit exercise: “Carousel brainstorm” on learning environments Read before next week: How People Learn, ch. 6, “The design of learning environments” (available for free from publisher online and also on electronic reserve)	
2) Sept. 13 – <i>Effective learning environments</i> <ul style="list-style-type: none"> Summarize information from HPL reading assignment – chart paper in 4 groups Toolkit exercise: “Everyone is a teacher here” Introduce backward design (overview) Backward design, stage 1 – identifying desired results – enduring understandings today Toolkit exercise: “Billboard ranking” with enduring understandings Focus questions for A2 and expectations Read before next week: Understanding by Design (UbD), ch. 1 (Backward design) & 2 (Understanding understanding)	
3) Sept. 20 – <i>Backward design stage 1 (Identifying desired outcomes)</i> <ul style="list-style-type: none"> Discuss reading Essential questions vs. lesson objectives Practice writing essential questions for exemplary lessons from professional journals for practitioners Toolkit exercise: “Card sort” on Bloom’s taxonomy Bloom’s taxonomy and expanding it to the application domain Metacognitive skills as lesson objectives Practice writing lesson objectives: distinguishing between learning and performance objectives Read before next week: Ubd ch. 3 (Gaining clarity on goals) & 5 (Essential questions), and Marzano ch. 2 (Identifying similarities and differences, pp. 13-28)	A1 – Obtain State Frameworks in your discipline

Session	Assignment Due
<p>4) Sept. 27 – <i>Backward design stage 2 (Assessment – questioning skills)</i></p> <ul style="list-style-type: none"> • Discuss reading • Dissecting classroom questioning: analyze together two videos • Practice designing mini-lessons involving using similarities and differences • What is assessment for? Formative vs. summative assessment • Research about gender differences reacting to assessment • Focus questions for A3 interview on formative assessment <p>Read before next week: Black et al, <i>Assessment for Learning</i>, ch. 4 (Putting the ideas into practice, pp. 30-57, on electronic reserve)</p>	<p>A2 – Reflections on learning environment in pre-prac classroom observed</p>
<p>5) Oct. 4 – <i>Using technology to pedagogical advantage</i></p> <ul style="list-style-type: none"> • Discuss reading • Creative uses of technology • Classroom management webquest (hand out ch. 10 of Marzano <u>What works in schools</u> as resource for webquest) • Sample previous years' technology-based assignments • Introduce the official UMass lesson plan template, which will be used for A4 <p>Read before next week: UbD ch. 7 (Thinking like an assessor) and Marzano ch. 5 (Homework and practice, pp. 60-71)</p>	
<p>6) Oct. 11 – <i>Backward design (Assessment - written)</i></p> <ul style="list-style-type: none"> • Discuss reading • Preparing worksheets for students • Developing performance assessments • Designing rubrics • Toolkit exercise: “GRASPS” - design a rubric for a performance task <p>Read before next week: Tomlinson (Elements of differentiation, 8 pp. on electronic reserve) and Echevarria & Graves (reading on Sheltered Content Instruction/SIOP, on electronic reserve)</p>	<p>A3 – Interview of teacher observed in pre-prac</p>
<p>7) Oct. 18 – <i>Accommodating students with disabilities and English language learners</i></p> <ul style="list-style-type: none"> • Discuss reading • Intro to legalities of inclusion • Toolkit exercise: Vocabulary bingo • Accommodations vs. modifications • Differentiation strategies • Toolkit exercise: “Jigsaw” on features and examples of use of strategies (Tomlinson books and Willard-Holt article on differentiation strategies for gifted students to be used as resources) <p>Read before next week: UbD ch. 8 (Criteria and validity in assessment) and Marzano ch. 8 (Setting objectives and providing feedback)</p>	
<p>8) Oct. 25 (meet in a computer lab)</p> <ul style="list-style-type: none"> • Student presentations of A4 <p>Read before next week: UbD ch. 9 (Planning for learning) and Marzano ch. 3 (Summarizing and note taking)</p>	<p>A4 – Technology-based lesson plan</p>

Session	Assignment Due
9) Nov. 1 – <i>Coordinating goals and assessment</i> <ul style="list-style-type: none"> Discuss reading Critically analyze text books + teacher resources Goals-assessment charts Toolkit exercise: Chalk talk Read before next week: Munk & Bursuck (Grading students with disabilities, 7pp., on electronic reserve) and Marzano ch. 6 (Nonlinguistic representations)	
10) Nov. 8 – <i>Pedagogical content knowledge</i> <ul style="list-style-type: none"> Discuss reading Concept maps, advance organizers, and other nonlinguistic representations and how to use them effectively SDAIE/SIOP instructional strategies applied to specific content (think alouds, CLOZE, etc.) Designing helpful analogies Helping students to use text books more effectively Strategies in grading student work Read before next week: UbD ch. 10 (Teaching for understanding)	A5 – Two assessments that assess the same learning goals
11) Nov. 15 – <i>Using assessment to guide instructional decisions</i> <ul style="list-style-type: none"> Share: one thing you learned you did well in your teaching experience, and one area where you need to improve and your plan for doing so Looking at student work activity with student work collected from teaching experiences Read before next session: Marzano ch. 12 (Using the nine categories, pp. 146-155), UbD ch. 11 (The design process)	A6 – Reflections on the teaching experience
No class Nov. 22 due to Thanksgiving recess	
12) Nov. 29 – <i>Teaching standards and Backward design stage 3 (lesson design)</i> <ul style="list-style-type: none"> Discuss reading Teaching standards Toolkit exercise: Post-it categories Work in pairs on designing interdisciplinary unit plans Read before next week:	A7 – Analyzing your formative feedback & classroom questioning
13) Dec. 6 – <i>Curriculum mapping</i> <ul style="list-style-type: none"> Discuss reading Curriculum mapping Toolkit exercise: Interactive journals Read before next week:	
14) Dec. 13 <ul style="list-style-type: none"> Present one lesson from interdisciplinary unit 	A8 – Five-year professional development plan
No final exam	

Bibliography for EDC G660

- Audet, Richard and Jordan, Linda (2003), Standards in the Classroom: An Implementation Guide for Teachers of Science and Mathematics. Thousand Oaks, Calif.: Corwin Press.
- Board on Behavioral, Cognitive, and Sensory Sciences and Education (2005), How Students Learn: History, Mathematics and Science in the Classroom. Washington, DC: National Research Council.
- Commonwealth of Massachusetts, current Curriculum Frameworks. Obtained from <http://www.doe.mass.edu>.
- Darling-Hammond, L. and Bransford, J., Eds. (2005) Preparing Teachers for a Changing World: What Teachers Should Know and Be Able to Do, San Francisco, CA: Jossey-Bass.
- Donovan, M.; Bransford, J. and Pellegrino, J., Eds. (2000), How People Learn: Brain, Mind, Experience and School, Expanded Edn. Washington, DC: National Academies Press.
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- Pellegrino, J.W., Chudowsky, N., and Glaser, R., Eds. (2001). Knowing What Students Know. Washington, D.C.: National Academy Press.
- Peregoy, Suzanne F. and Owen Boyle (2001), Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers. New York: Addison Wesley Longman.
- Silberman, Mel (1996), Active Learning: 101 Strategies to Teach Any Subject. Boston, MA: Allyn and Bacon.
- Tomlinson, C.A. (1999), The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: ASCD Press.
- Wiggins, Grant and Jay McTighe (2005), Understanding by Design, 2nd edn. Upper Saddle River, New Jersey: Merrill Prentice-Hall.