Sam Houston
STATE UNIVERSITY

CIED 5384 Curricular Trends for Classroom Teachers
Fall 2017
CIED 5384 is a required course for the Masters in Education-Curriculum and Instruction
College of Education, Department of Curriculum and Instruction

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Office hours: online as needed and in office by appointment

Day and time the class meets: This course is an online class thus there is no set time or date of meeting. You may be required to "meet" online with your team members at a determined time based on your needs and schedules to accomplish the necessary tasks and assignments.

Location of class: online

Course Description: Development of the public school curriculum and significant factors that help to determine the curriculum construction are studied. Opportunity to select and organize appropriate learning experiences for the different levels is offered.

This course focuses on updating the K-12 curriculum. This experience, it is hoped, will help you see yourself as a positive force in the curriculum process and deepen your understanding of your role as an educator.

IDEA Objectives: In this course, our focus will be on the following objective (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material
Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Textbooks: Jacobs, Heidi Hayes. (2010). *Curriculum 21: Essential education for a changing world*. ASCD. Alexandria, VA. ISBN 978-1-4166-0940-7.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. Sixth Edition. Washington, D.C.: American Psychological Association.

Tk20 Account statement

Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Course Format: The content of this course is delivered online using Blackboard and other Web 2.0 tools. In addition, course concepts are learned through self-study, online peer/group discussions and responses, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments for products and discussions.

Course Content: See the course schedule and course modules. Modules will also indicate which on-line tools to use and where to upload assignments.

Course Requirements:

Late Assignment Policy: Because your active participation is so important, it is imperative that all assignments be submitted on time. Electronically submitted assignments will be considered "on time" if submitted by midnight (technically 11:59 PM) on the due date, unless otherwise noted (*NOTE*: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.

Late assignments for extenuating circumstances (approved by the professor **before** the due date) will receive a 20% deduction (professor decision) in points for each day late. **Work schedule and other normal/routine activities do not constitute extenuating circumstances**. All assignments, including TK20, must be completed in order to receive a final grade for this course.

Time Requirement: You are expected to participate during the complete amount of time for cooperative group discussions and reflection of readings in order to receive full credit. Former students of the course indicated the cooperative groups and/or open discussion postings helped each other understand the goals and objectives of the course. Less than complete participation will result in **LOWER INDIVIDUAL** grades, not the group itself. Student participation is tracked for the professor by the course history tool.

Class documents, assignment instructions, and handouts for this online course can be found in Blackboard and will be available for reading prior to actual due dates. Students have **specific due dates** to either post answers or responses to colleagues or to specific assignments to the professor. The evaluations of these postings and responses will be made by the professor utilizing various Web 2.0 tools and the designated criteria provided with each assignment. Incomplete or incorrect postings will result in lower scores on assignments.

Technology Requirements: It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, using Web 2.0 tools, using Blackboard, conducting online research, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete the assignments.

It is also necessary that students have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. It is also expected that graduate students who register for an online course feel comfortable using a computer. Online courses move quickly and all students need to hit the ground running. This is NOT a place to begin

learning the technology skills necessary for success.

Community Service Project: The Academic Civic Engagement (ACE) aspect of this course involves completing one service (tutoring) project. You must document **9** hours of tutoring a diverse learner in your content area/certification level throughout the course period. Assignments include the Portrait of a Diverse Learner Journal and Reflection Paper. You will not only learn the knowledge and skills taught through this course, but also actively use them to help improve the learning opportunities of children in the community. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a current/future teacher. Details/guidelines are posted in the PDL Module.

Professionalism Policy: It is expected that graduate students be active, enthusiastic, and **collegial participants** during the semester. Points will be lost if these expectations are not fulfilled. Attendance (for online courses this is measured by logging in to Blackboard in timely and consistent fashions), punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the degree process. The professor has the ability to see time spent in Blackboard by individual students. The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Graduate Program.

All written correspondence are evaluated for professional content, grammar, punctuation, word usage, and spelling. You are encouraged to utilize the support of the SHSU Writing Center. APA format is required.

Resignations/Withdrawals: If you are unable to continue in this course, it is your responsibility to either drop the course or resign from the university. A course dropped after the Q Drop deadline (see SHSU Academic Calendar) will result in a grade of F on your transcript and termination from the graduate program.

To "resign", i.e. withdraw from all classes in which you are registered, you must notify the Registrar's Office and process a Resignation Request. Failure to resign will result in a grade of F in each course you are enrolled. The student is responsible for initiating the "DROP" and informing the instructor.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
    - [Procedures in Cases of Academic Dishonesty #810213](#)
    - [Disabled Student Policy #811006](#)
    - [Student Absences on Religious Holy Days #861001](#)
    - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
    - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be

made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

NCATE Standards

CAEP Standards

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework
CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-
 cutting themes and diversity characteristics)
NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix *(A blank example is provided below):*
- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
    - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
    - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
    - State Standards/Competencies for certification if applicable
    - Diversity and Disposition Proficiencies
    - Conceptual Framework Alignment
    - ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field based activities)	Measurement (including performance based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N/C—NCATE/CAEP Standard 1 (if there is no SPA) NETS*S – ISTE NETS Technology Standards for Students
Comprehend and apply curriculum principles, concepts, models, and perspectives. Discuss and select best practices to improve the curriculum problems identified in self-selected Unit Plan.	Analyze, discuss, and write about essential course readings Apply curriculum information to a self-selected Unit Plan	Reflection Papers Kaltura Video Discussion Board Postings	CF1, CF2, CF3, CF4 1.7k, 1.6s 1.12k, 1.12s 1.13k, 1.13s 1.14k, 1.14s, 1.15s DDP 1-5
Describe and identify a diverse learner's learning needs and strategies. Reflect and apply the diverse learner's learning needs and strategies to his/her teaching.	Tutoring-Field/Professional Experiences notes	Portrait of a Diverse Learner Tutoring Journal Portrait of a Diverse Learner Reflection Paper	CF1, CF2, CF3, CF4 1.7k, 1.6s 1.12k, 1.12s, 1.13k, 1.13s, 1.14k, 1.14s, 1.25k, 1.25s 1.26k, 1.26s, 1.27k, 1.27s, 1.28k, 1.28s 1.29k, 1.29s 3.8k, 3.3s 3.10k, 3.14s DDP 1-5
Critically apply the curriculum principles to self-selected curriculum unit.	Reread and review past assignments to create your CAP Determine curriculum strengths and weaknesses. Write paper demonstrating an application of these curriculum concepts to individual unit plan.	Curriculum Analysis Project	CF1, CF2, CF3, CF4 1.7k, 1.6s 1.12k, 1.12s, 1.13k, 1.13s, 1.14k, 1.14s, 1.25k, 1.25s 1.26k, 1.26s, 1.27k, 1.27s, 1.28k, 1.28s 1.29k, 1.29s 3.8k, 3.3s 3.10k, 3.14s DDP 1-5

State Standards: http://www.tea.state.tx.us/index2.aspx?id=5938

Course Evaluation: IDEA Evaluation System

Expectations:
Note: The course instructor may alter the course assignments/schedule as necessary to enhance learning. Any changes will be announced in a timely fashion.

Chapter Reflection Papers/ IRA Discussion Responses/Chapter Responses-Individual and/or cooperative reading, reflecting, summarizing and critically applying curriculum principles to develop your critical thinking approach to curriculum analysis, selection and development in order to improve your teaching and student learning.

Portrait of a Diverse Learner Tutoring Journal and Reflection Paper (PDL)- Experience with a diverse learner (students with exceptionalities, ethnic or cultural diversity, racial diversity, gender differences, socioeconomic diversity, linguistic/language diversity, etc.) based on tutoring at least one student in your content area/certification level throughout the course period. Arrange tutoring sessions at start of the semester (you will need a minimum of 9 hours). Do not wait until it is too late to complete the sessions. **The Portrait of a Diverse Learner (PDL) Tutoring Journal and PDL Reflection Paper must be uploaded into TK20 and BB** to document your experiences and diversity proficiencies.

Curriculum Analysis Project (CAP)- Application of curriculum principles and criteria to a self-selected existing unit, design for instruction, or program plan, which you recently taught/implemented or plan to teach/implement the next semester or next academic year. The CAP is the culminating course project. **The Curriculum Analysis Project (CAP) is the *KEY ASSESSMENT* for the course and must be uploaded into TK20 and BB.**

Bibliography:

Jacobs, Heidi Hayes. (2010). *Curriculum 21: Essential education for a changing world.* ASCD. Alexandria, VA. ISBN 978-1-4166-0940-7.

Topics	Associated Module	Due Date (no later than midnight)	Point Value
Course Introduction/Kaltura/Chapter 1	Module I	September 4	100
Chapters 2-3/Curriculum Unit upload	Module II	September 18	100
Chapters 4-5	Module III	October 2	100
Checkpoint #1		October 9	*
Chapters 6-7	Module IV	October 16	100
Chapters 8-9/CAP outline	Module V	October 30	100
Checkpoint #2		November 6	*
SHSU QDROP deadline		**November 10**	no point value
Chapters 10-11	Module VI	November 13	100
Chapters 12-13	Module VII	November 27	100
Portrait of a Diverse Learner (PDL) Tutoring Journal and Reflection Paper	Diverse Learner All semester	December 4	150
Curriculum Analysis Project (CAP)	Curriculum Analysis Project All semester	December 4	150
* Communication (checkpoints, surveys, professionalism, etc.)			50 (total)
			1050 points total

GRADING SCALE:

1050-950 points	A
949-849 points	B
848-748 points	C
Below 748	☹ (termination from Graduate Program)