

**Advanced Seminar in Elementary
Curriculum ELED 603**

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Hours: To be announced

**Western Information Line: 745-4845 (For information
on school closing due to inclement weather)**

Course

Description:

Strategies and models to assist the elementary classroom teacher in assuming an active role in total elementary school curriculum development.

Rationale:

Advanced seminar in curriculum is designed to give the student a solid understanding of the background, current use of and likely future trends in curriculum innovations, topics, questions, and/or directions for the curriculum of American public schools. It is the intention of the course to make the student questions, and then to clarify his/her beliefs and feelings concerning these areas within the curriculum. Regardless of subject concentration or teaching level, the successful student will develop a more well- rounded perspective regarding the areas addressed. The well-versed curriculum student will understand the social, political, and psychological influences upon curriculum development in the United States and how they affect classroom teachers and curriculum directors. The course objectives, instructional methods, and activities, and assessment related to the following the new Kentucky Teacher Performance Standards:

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment
	EDU 603

Standard 1. Learner development	X
Standard 2. Learning differences	
Standard 3. Learning environments	
Standard 4. Content knowledge	X
Standard 5. Application of content	X
Standard 6. Assessment	X
Standard 7. Planning for instruction	X
Standard 8. Instructional strategies	X
Standard 9. Professional learning and ethical practice	
Standard 10. Leadership and collaboration	X

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- a. Support individual and collaborative learning; and
- b. Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- d. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- e. Take responsibility for student learning;
- f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- g. Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards

CAEP Elementary Standards	Course Alignment
	EDU 603
STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs	
STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching	X
STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning	X
Standard 4 – Supporting Each Child’s Learning Using Effective Instruction	X
STANDARD 5- Developing as a Professional	

The course objectives and suggested methods and activities to meet these objectives are included along with suggested assessment strategies. However, additional methods, activities, and assessment strategies that meet these course objectives could be used.

Course Objectives, Instructional Methods and Activities, and Assessment

The student will:

Exhibit, student presentation

Oral presentation Performance assessment

Critical Assessment:

Standard 1. *The students will extend their knowledge of the background, current use of*

and likely future trends in curriculum innovations, topics, questions, and /or directions for curriculum.

Course Topics:

Classroom Management and Discipline Differentiated Instruction Standards Based
Education Technology Computer Technology Professional Standards and Ethics in
Education Gender Issues in Schooling Morality and Value Education in Schools
Multicultural Education/Diversity Staff Development

Peer Mediation Violence in Schools
Primary Assessment Kentucky Teacher Internship Program
Multiple Intelligences/Learning/Teaching Styles

Course Schedule: Blackboard

The course schedule tentatively schedules readings, due dates for written assignments, questions, and posting on the Discussion Board.

Activities, Course Requirements, and Assignments

To successfully complete this course, students need to critically read the curriculum literature, contribute substance and insights to class discussions, complete assignments and document new understandings in class project/activities. **Please remember that the instructor reserves the right to add, delete or modify class assignments, and final points.**

20 points Group Poster (Tentative)

Students will work in small groups to define curriculum and complete a visual aid to demonstrate their definitions. (Class activity)

25 points Reflection Paper – Synthesis (Tentative)

The reflection paper is a synthesis of all of the work completed during the class. The paper should be double-spaced and no longer than 2 to 2 1/2 pages in length not including the title page.

55 Research Project/Final Exam

(30 points) PowerPoint slides and any hand-outs (15 points)
Progress report on research topic (10 points) Reflection paper on research

A research project/cognitive assessment/final exam will be given based on a recent issue or topic in **curriculum selected by the student but with approval by the course instructor. The issue or topic selected should relate to the student's school district, school or classroom.** A list of recent issues in curriculum is located on Blackboard. Each student will lead a 15 - 30 minute presentation on the selected issue or topic with the students enrolled in 603 teachers. Each student **needs to include PowerPoint and provide hands-outs for the class on the topic. Other aids such as videos/DVDs may be included in the presentation.** Visual aids such as a hard copy of PowerPoint, handouts, etc. are to be submitted to the course instructor. Students must complete a reflective paper based on the research process. The reflective paper, oral presentation, and PowerPoint will be scored with different rubrics. **The reflective paper (letter as mentioned below), PowerPoint, and annotated bibliography (discussed below) will be uploaded on the electronic portfolio under Kentucky Teacher Standards IV: Content Knowledge and V: Application of Content.** Each student will write a letter to the course instructor explaining how the information learned from the research project will be utilized in their classrooms or future endeavor. The letter should be written on paper containing their school logo.

25 points Annotated Bibliography

All sources must have been published within the last 5 years for the cognitive assessment. The annotated bibliography must follow the 6th edition of the *Publication Manual of the American Psychological Association* (APA). The product will be scored with a rubric. **This assignment will be uploaded on the electronic portfolio under Kentucky Teacher Standard IV: Content Knowledge.**

25 points Book Review and Online Discussion

A book review of *The Quality School Teacher* should be no longer than two (2), double-spaced pages not

including the title page. The product will be scored with a rubric.

70 points Online Discussion (10 points per chapter)

Online discussion of *Bold Moves for Schools: How we Create Remarkable Learning Environments*. should be no longer than two (2), double-spaced pages not including the title page. The product will be scored with a rubric.

25 points Book Review

Students may select a recently published book on their own to read and complete a book review. The book must be related to curriculum and instruction and published within the last 5 years (2014 - 2019). The selection may address students' teaching assignment or relate to the research project. The book review will be a letter addressed to the course instructor that addresses certain questions. The letter needs to be submitted on the students' school letterhead, if possible. The book review will be scored with a rubric.

50 points Evaluation of Two Curriculum Guides

Each student will conduct an original, comparative analysis of two (2) comprehensive elementary curriculum guides/curriculums published by outside agencies following suggested criteria. One curriculum, for example, is *Project Wild* from a workshop students participated in at Mammoth Cave. Student may select the second curriculum with approval from the course instructor. Each student enrolled in the class who teaches in a regular classroom must teach a minimum of 1 activity from each curriculum guide.

Those students who are not teaching the content or not in a regular classroom setting will not teach the activities, but will have a different assignment for this component. A field trip may also be necessary to select the second curriculum.

25 points Class Participation, Attendance, and Other Activities

Unlike a traditional class where participation may be judged solely by attendance, in an integrated or hybrid environment (2 face-to-face sessions which student **CANNOT** miss) participation is also documented by communiqués and information exchange (e.g., e-mail messages, conference postings, telephone class, and document exchanges) among the class participants. The substance, function, and nature of these communiqués (e.g., relevance, clarity, and insightfulness) become indicators of a learner's conceptual and attitudinal growth.

Class discussions can be productive learning activities if students:

- conscientiously share relevant resources and experiences;
- make connections between first-hand observations of educational problems and curriculum issues;
- critically examine their own assumptions, as well as the assumptions of others;
- offer and explain your propositions, ideas, and insights;
- justify your assertions with evidence;
- interweave the ideas of others into their own posts; and
- summarize readings and discussions.

Assessment and Evaluation:

Although the expected quality of student products and contributions is contingent upon the goals and characteristics of the activity, general quality guidelines for all deliverables include:

- completeness and coherence of work;

- logically applying curriculum concepts and processes within the assignment;
- attributing ownership of ideas, maintaining privacy and conforming to other practices established within the *Publication Manual of the American Psychological Association* (2001); and
- applying standard conventions of English composition. Remember to use a spell checker and a grammar checker as well as proofreading before submitting documents.

Point Deduction

Points will be deducted for spelling errors, typographical errors, and other grammatical mistakes. Assignments in which liquid paper (white out) has been utilized or erasures have been made will not be accepted.

Assignment Schedule:

All activities should be submitted as scheduled. A 5% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis at the instructor's discretion. On-line discussions must be submitted by the deadline.

Assignments are submitted on Blackboard. If there is difficulty with assignments, students may, with approval from the course instructor, submit them via email attachment. The file should be labeled and include the initial of the student's first name, complete last name, modified title of assignment, course.doc. Examples: wjonesReflection.603.doc or twilliamsguides.603.doc.

Evaluation and Grading

320 - 298 = A 297 - 275 = B 274 - 253 = C 252 - 230 = D 229 Below = F

****Please note that the final grade is based on assigned points instead of percentages.**

Class Policies and Expectations:

Blackboard is a Web-based course management system that will serve as our common classroom. Access Blackboard through any Web browser, such as Microsoft's Internet Explorer or Netscape Navigator at <https://blackboard.wku.edu>. Since this is a secure space, a valid Western Kentucky University (WKU) ID and a password will be required to access the course site.

Blackboard offers numerous communication tools (e.g., an asynchronous discussion board and a chat tool) and file storage areas that will enable the exchange of information. For example, the Announcements section of Blackboard will be used to inform students of current learning goals, assignments, and deliverables. The Documents section will house informational and instructional resources such as PowerPoint presentations and activities.

WKU Network ID: A WKU student is entitled to a wealth of computer services including e-mail and space to published Web documents. To use those services, student must establish an electronic identity called a WKU Network ID; this consists of a username and password.

Code of Ethics: Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Plagiarism or violations of copyright policies are a form of academic dishonesty and are treated as ethics violations. See policy in the syllabus for more information. The Student Code covers student rights and responsibilities, student complaint procedures, student misconduct, student disciplinary procedures, and other related information. It is the responsibility and right of every student to become familiar with the information contained in the Code.

Communication:

Prompt and effective communication is essential to the learning and teaching process. The WKU computer network, especially e-mail and Blackboard's computer conferencing tool, will be employed in

ELED 603 to :

- discuss learning goals and concepts related to educational research;
- state resources, ideas, and make suggestions;
- request assistance or make appointments; and
- discuss and clarify class activities.

Guidelines for E-mail correspondence:

- subject line should include course number and prefix, student's last name and question in parenthesis (i.e., ELED 603, Jones (What is the name of the book?" **The course instructor WILL ONLY RESPOND to WKU email accounts and those that follow this requirement.**
- include only one subject per message;
- use a descriptive subject heading (see above);
- when conducting group business, carbon copy (cc) all group members;
- follow acceptable e-mail etiquette; and
- be concise, write short sentences, and use bulleted lists.

Computer Rights and Responsibilities:

All students must conduct themselves in accordance with the highest standards of responsible, legal, and

ethical computer use while accessing WKU computer resources.

Equity and Inclusion:

All written, graphic, and aural communication should conform to guidelines for non- sexist and non-racist language. Consult the most recent edition of a professional style guide for specific guidelines such as the *Publication Manual of the American Psychological Association*.

Make-Up Work

Each participant must be present to turn in assignments, or arrange to have someone turn them in for you. Large assignments will not be accepted. If you anticipate being absent when an assignment is due, please turn in the assignment early. There is no provision for make-up of the final exam.

Academic Offenses

Academic dishonesty, plagiarism, cheating, or other types of academic offenses will NOT be tolerated and anyone committing such acts risks disciplinary measures.

Cheating

Any student found cheating or observed copying from another student's work, or found to have plagiarized from other material (or using any materials for an assignment not completed by that student) will receive a grade of "O" for the assignment in question, and may face further disciplinary action according to university policy. Please read the document on plagiarism located on Blackboard.

Privacy Information

Students sometimes want to discuss their grade points on a project, examination, or quiz via e-mail. E-mail

is not secure or private. Therefore, if students request their points or grade, they must sign a release form. This policy also applies to students who request friends or classmates to pick up graded or scored projects, papers, or examinations. This policy also applies to students who request friends or classmates to pick up graded or scored projects, papers, or examinations.

Cell Phones and Other Electronic Devices:

Please turn off cell phones, pagers, and other electronic equipment in class. (LET FREEDOM RING, BUT NOT VIA CELL PHONE!) In case of an emergency, set your phone on silent/vibrate, sit by the door, and exit the classroom to deal with the call. UNDER NO CIRCUMSTANCES are messages to be taken/replied to in the classroom. Remember, text messaging during class is essentially the same as being absent from class.

Microsoft Works, Word Perfect, and Google Forms **will not upload** on the university's electronic portfolio. Upload each assignment as ONE document even if there are several parts for each critical performance. A final grade for the class will not be submitted to the Office of the Registrar until the assignments have been successfully uploaded on the electronic portfolio. The products must be readable by the course instructor. Students must score an overall 80% or "3" to meet the critical performance .

Disabilities

Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 VITDD.

Title IX Sexual Discrimination Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Discrimination Assault Policy (#0.2070) at

<http://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievousprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

http://wku.edu/policy/hr_policies/2040_discrimination_harassment_policy.pdf

Textbooks:

Glasser, W. (1998). *The quality school teacher*. New York: Harper/Perennial.

Jacobs, H. H., and Alcock, M. H. (2017). *Bold moves for schools: How we create remarkable learning environments*. Alexandria, VA: Association of Supervision and Curriculum Development.

Supplementary Books:

Ainsworth, L., & Donovan, K. (2019). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Rexford, NY: International Center of Leadership in Education.

Boyle, B. (2016). *Curriculum development*. Newbury Park, CA: SAGE Publishing Co.

Glatthorn, A. A., Boschee, F. A., Whitehead, B. M., & Boschee, B. F. (2018). *Curriculum development*. Newbury Park, CA: SAGE Publishing Co.

Ornstein, A., & Hunkins, F. P. (2017) *Curriculum: Foundations, principles, and issues* (7th ed.). Boston: Pearson.

Wiles, J., & Bondi, J. (2014). *Curriculum development: A guide to practice* (9th ed.). Boston: Allyn & Bacon.

Zhao, Y. (2016). The danger of misguiding outcomes: Lessons from Easter Island. In

Y. Zhao (Ed.). *Counting what counts: Reframing education outcomes*.

Bloomington, IN: Solution Tree.

Zmuda, A., Curtis, G., & Ullman, D. (2015). *Learning personalized: The evolution of the contemporary classroom*. San Francisco: Jossey-Bass.

Journals:

Curriculum Review

Educational Leadership

Phi Delta Kappan

Educational Horizons

The Educational Forum

American Educator

The Clearing House

Theory into Practice

Young Children

Web-Sites

Association for Supervision and Curriculum Development – www.ascd.org

Kentucky Department of Education – <http://www.kde.state.ky.us>

U.S. Dept. of Education – <http://www.ed.gov/>

Kids Web – <http://www.npac.syr:80textbook/kidsweb/>

Wentworth Communication – <http://www.classroom/net/>

Required Computer Applications:

The following computer applications are required tools for ELED 603. Please purchase/download and install the following:

- Microsoft Office, including Word docx, PowerPoint, and possibly Excel. WARNING; Office 2007 files MAY need to be converted to an earlier version. Goggle Forms will not upload on Blackboard.
- e-mail
- Web browser (Microsoft Internet Explorer and Mozilla are preferred)

Critical Assessment: Standards IV and V Advanced Seminar in Elementary Curriculum ELED 603

Purpose and Use Statement: This critical performance is an advanced graduate level evaluation of Kentucky Teacher Standard IV: Content Knowledge and Standard V: Application of Content. **The students will extend their knowledge of the background, current use of and likely future trends in curriculum**

innovations, topics, questions, and/or directions for elementary curriculum. Completion and uploading of this performance into the electronic portfolio is a requirement for a grade in Advanced Seminar in Elementary Curriculum.

Graded Products: Research project in elementary curriculum/PowerPoint presentation, and annotated bibliography,

Tasks and Products: The goal of this critical performance is to select, research, present findings, and lead class discussion of a recent or future trend in elementary curriculum. 14

The course instructor will assist graduate students with the selection of an appropriate trend in elementary curriculum.

Examples of products may include:

- Annotated Bibliography
- Findings of research paper shared in PowerPoint presentation
- Lead class discussion on recent trend in elementary curriculum

The project is designed so that graduate students use research tools (i.e., Internet sources, educational journals and books, DVDs, and interview techniques, etc.) to complete a research project on a recent trend or issue in elementary curriculum.

The graduate students will document their progress in the following ways:

- Abstract

- Written proposal approved by the instructor
- Annotated bibliography
- Copies of cited references

HOT Topics - Issues in Curriculum Development

The purpose of the research project is to help the graduate student identify current and continuing curriculum issues that are brought about by social and political forces and explain their significance for curriculum development. Among the significant contemporary curricular issues facing curriculum workers, but not limited to, are:

1. alternative schooling a. parental choice b. school vouchers c. charter schools d. home schools
2. bilingual education
3. censorship of children's literature and movies
4. cultural literacy/core knowledge
5. educational management organizations
6. gender inequity
7. health education
 - a. drugs, alcohol, tobacco b. teenage pregnancies, live births, and abortions c. sexually transmitted diseases d. sexuality education and school clinics
8. language arts
9. provisions for exceptionalities
 - a. inclusion b. gifted and talented education c. differentiated curriculum

10. religion in the schools 11. scheduling

- a. school hours, day, and week
- b. alternative daily schedule
- c. school year

12. standards

- a. outcomes-based education
- b. national curriculum

13. gifted education

14. English as a Second Language

15. technology