

Spring 2007

A. Course Number and Title

Education 645: Curriculum Design, Implementation and Evaluation

B. Number of Credits

Three (3) credit hours

C. Course Description

This course provides a structure for educators to move towards a “Constructivist” model of curriculum design, implementation of constructivist principles into daily classroom teaching and evaluation of those promising practices that insure that authentic learning does in fact emerge. (See page 5 for a detailed description of this offering).

"To create a learning community in which students begin to grow into thoughtful, innovative members of the global community through an energetic pursuit of knowledge that is grounded in fundamentals, self-awareness, and an appreciation and respect for people the world over."

This Internet\Course offering is designed to provide, for each participant, an understanding of the many & varied forces that shape curriculum design (past, present and future), and its implementation and evaluation structures in our public schools.

Past historical and current curriculum models (with emphasis on "Third" and "Fourth" Wave variables & “Constructivism” as the central focus) will be analyzed and reviewed for their significance in providing relevance and literacy for all of our students. “Constructivism does beyond third and fourth wave principles.

An analysis of the most important curriculum models will be reviewed with emphasis towards "Life-long Education." If schools are to succeed, than a movement towards constructivist principles must be the ultimate goal of learning. (21st century) designs must accompany desired curriculum change.

Special emphasis will be placed on the role of technology, independent learning, cooperative learning, reflection and teaming for 21st century America. How can the use of technology help citizens become more productive members of society and success in their career orientation and personal life? What technological skills must teachers possess to help students become technologically literate?

Strong emphasis will also be placed on the role of the student to become independent learners using a “Constructivist” philosophy\beliefs system. This means, that as self and independent learners, the material in this Internet\Course outline are outcomes that you are expected to achieve-not structured by the professor. The course outline is merely a guide for you. As graduates students, the course outline and its framework is presented to you for your review and consideration, but the *achievement* and the *outcomes* of this curriculum design are your responsibility for learning.

The use of teams in this Internet Course is a mandated part of this offering. Working independently and with team participants, interactive learning becomes a natural part of this offering. Each team is responsible for the participating and learning for other members of the team. (See “Teams” Duties and Responsibilities).

The role of this professor is be a “Facilitator” a “Guide,” not a formal imparter of structural knowledge. (See the book from the Association of Supervision and Curriculum Development, by Brook and Brooks on “Constructivist’s” thought & practice. See also *THE CONSTRUCTIVIST LEADER (1995)* by Linda Lambert,.

This course is not designed to give you answers, but to raise the many questions that constitute a viable and valuable curriculum for the 21st century world. It is your responsibility to insure that all of the course content has been mastered whether it is covered in class or reference. This Internet offering does not provide a formalized structure other than what is provided in this Internet course outline. As a “True” Constructivist, there cannot be a formalized structure, since each candidate is responsible for his\her own professional learning. To this end, this “Constructivist” curriculum offering is designed. This course is merely a guide to insure your own professional growth, achievement and learning.

D. Methods of Teaching: (Includes knowledge of the College Conceptual Framework, College Strategic Plan, Notice for Special Needs Students & ELCC Standards)

1. Teaming (Problem Solving, Analysis, Solutions)	2. Cooperative Learning in Groups
3. Presentations (Human & Teams)	4. Power Point presentations
5, Instructional Design Models	6. Video Taping
7. Conferencing	8. Tele-conferencing\Phone
9. Uses of various forms of technology	10. Uses of Print and Non-Print materials
11. Uses of different model analysis	12. Use of human resources\mentoring\volunteers
13. Team and Individual conferences	14. Collaboration on Assignments\production\products
15. Uses of instructional instruments\rating scales,	16. Micro-teaching
17. Team Summaries & Reflection on Blackboard-Discussion Board. Standard 2c) including critiques of weekly topics.	18. Uses of Constructivist models
19. Blackboard Usage	20. Internet Inquiries
21. Review of required readings utilizing question, listening, response attributes	22. Self-assessment models
23. Use of Revised Bloom’s taxonomy	24. Reflection models
25. Extensive use of Blackboard	26. Posting and tread of topic summaries
27. Extensive use of Internet teams	28. Internet actions among and between teams
29. Listing of principles of Diversity and Multi-Cultural education.	30. Vision development, planning and implementation.
31. Internet Announcements	32. Internet Blackboard-Course Documents
33. Use of Mentors and Feedback	34. E-Mail to Teams and Members
35 Demonstrate the use of resource allocation (Standard 2b).	36. Identification and use of “Best Practice” & “Habits of Mind.” (Standard 2c).
37. Professional Development Models	38. Extensive use of research literature
39. Applying Leadership Dispositions	40. Weekly “Hits” on all Topics on Blackboard

E. COURSE GOALS AND OBJECTIVES:**GOALS\AIMS\OBJECTIVES\STUDENT OUTCOMES (NCATE STANDARDS):**

(ELCC Standards URL-Revised 2005)

<http://www.npbea.org/ELCC/index.html>**“Each Participant Will):**

1	Become knowledgeable about recent research findings in current research literature; in the field of curriculum and instruction; program design, implementation; assessment and evaluation; vision planning, implementation and stewardship with community (Standard 1 & 2-Elements 1a, 1b & 1c).
2.	Become knowledgeable about historical background and early curriculum and instructional models (Constructivism, Wave theory-Five waves). (Standards 1 to 7) & 2b).
3.	Knowledge of and implement theories and principles of learning. (Standard 2c)
4.	Apply major principles of Constructivism throughout the curriculum\classroom instruction (Standards 1 to 7).
5.	Implement research based-program\curriculum designs and structures. (Standard 2b)
6.	Integrate into the curriculum assessment and evaluation models. (Standard 2b)
7.	Design models of curriculum and community inter-relations. Standard 4a).
8.	Cite and implement major educational authors and their research findings. (Standard 2b)
9.	Identify and implement appropriate technologies into the total curriculum (See # 26)
10.	Design and implement inter-disciplinary curriculum models. (Standard 2a; 2b & 2c).
11.	Design and implement rubrics, assessment and evaluation models. (Standards 1-7).
12.	Integrate site-based leadership models into the teaching\learning process. (Standards 1-7).
13.	Integrate diversity\multi-cultural principles into the curriculum and instructional practices. (Standard 2a).
14.	Design and implement global education models into the curriculum. (Standard 1-7).
15.	Design and implement portfolios in the total curriculum. (Standard 2c).
16.	Identify the necessary career and survival skills needed for 21 st century life. (Standard 2a; 2b & 2c).
17.	Identify jobs and trends of the future and their relevance for today’s curriculum. Standard 2d).
18.	Implement national, state and local standards across the curriculum. (Standards 1 to 7).
19.	Identify and include principles of change in the developmental curriculum and instructional processes. (Standards 1-7).
20.	Examine\explore life paradigms. (Standard 2a; 2b & 2c).

21.	Develop and implement a school's vision, belief system and behavior. (Standard 1a; 1b & 1c).
22.	Identify and integrate diversity\multi-cultural principles into the school's curriculum. (Standard 2a).
23.	Include the many inclusion models of education into the curriculum. (Standards 1-7).
24.	Insure that a differential curriculum is available and integrated into the curriculum. (Standard 2a; 2b & 2c).
25.	Identify and use the major principles of constructivism. (Standards 1-7).
26.	Integrate the many uses of technology skills for life long learning\personal and professional growth. (See # 9)—(Standard 2).
27.	Develop a technology individualized learning center within each classroom. (Standard 2a).
28.	Identify and use the most important impact variables that contribute to learning. (Standards 2a; 2b & 2c).
29.	Encourage the use of reflection models for learning. (Revision of Bloom's Taxonomy).(Standard 2d).
30.	Extensive uses of Blackboard, Posting on discussion board, threaded discussion, etc. (Standard 2a; 2b & 2c).
31.	Promote positive school culture (Standard 2a)
32.	Use and analysis of qualitative and quantitative data. (Standard 2b).
33.	Allocate and justify instructional resources in the instructional program. (Standard 2b).
34.	Engage in "Best Practices" and "Habits of Mind." (Standard 2c).
35.	Develop and Implement a "Constructivist" professional development program (Standard 1-7).
36.	Understand a variety of instructional research methodologies (Standard 2b).
37.	Use qualitative and quantitative data (Standard 2b).
38.	Promote technology and information systems (Standard 2b).
39.	Integrates best practice and Habits of Mind (Standard 2b & 2c).
40.	Student audit of school profiles (Standard 2c).
41.	Life-long learning & personal and professional growth models (Standard 2c).
42.	Uses principles of organizational management (Standard 3a; 3b & 3c).
43.	Designs a comprehensive plan of action for learning (Standard 3a).
44.	Organizes and manages school resources criterion to student learning (Standard 3a).
45.	Align and allocate priorities for student learning (Standard 3b).
46.	Develops an effective communication model for all participants (Standard 3b)
47.	Creates a safe environment and applies legal principles to school operations (Standard 3b)
48.	Manages resources efficiently. (Standard 3c).
49.	Integrates school and program services with the community (Standard 4a; 4b & 4c).
50.	Involves community in all aspects of school program (Standard 4a; 4b & 4c).
51.	Uses principles of fairness and ethic practices (Standard 5a; 5b & 5c).
52.	Understands and implements principles of school\community planning, integration and services (Standard 6a; 6b & 6c).

53.	Uses the internship to synthesize knowledge and practices found in Standards 1 through 6. (Standard 7a through 7e).
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RECOMMENDED TEXTBOOKS (Not Required):

- Danielson, Charlotte, (2003), **ENHANCING STUDENT ACHIEVEMENT: A FRAMEWORK FOR SCHOOL IMPROVEMENT**, ASCD, Alexandria, Virginia.
- Stronge, James H., (2002), **QUALITIES OF EFFECTIVE TEACHERS**, ASCD, Alexandria, Virginia.

“EDUCATION 645AIT-CURRICULUM DESIGN- Wednesday, Spring 2007 (7:10-9:50 P.M).
(Dr. Carmelo V. Sapone-716-773-1515-E-mail: Drcsapone@aol.com
(All requirements Submitted must be on a Team CD-Digital\Electronic Portfolio)
“Textbook-(Brown, John L., Making the most of Understanding by Design, ASCD)

DATE: (2007):	TOPIC: (Weekly Topics may change without reason or notice): (BEGIN READING REQUIRED)
Jan. 17 (1) (Required Meeting of both Internet classes)	Meeting on Campus-Both courses, Educ. 644 & 645. (Room 104, (St. Vincent’s Hall-4:30 P.M to 6:30 P.M). Overview of Internet Course Requirements, Grading, etc. Blackboard Power Point-Internet Education, Virtual chat rooms, Discussion board. Team Organization, Duties & Responsibilities; Posting; Bloom’s Revised Taxonomy, & More. Use of APA format in all documents, postings and projects). Read Conceptual Framework and the Strategic Plan for the College of Education including Vision and Mission Statements.
Jan. 24 (2)	Read & Understand summary of “Historical Perspectives of Wave Theory” Located on Blackboard or on Sapone’s Website http://www.Niagara.edu/Sapone . Constructivism-Basis for a new “Curriculum Model” See also Power Point Presentations on Blackboard and Website. Read all articles, Power Points and principles on Constructivism. Use Constructivism concepts as part of your new supervision model. (Constructivist’s principles/ beliefs/ practices, etc. Read also Bloom’s and Sapone’s revised model and use the model for your summaries on “Discussion” board located on “Blackboard.” Read section on Dispositions. What are they? (Each week read one or two of the articles found under course documents-Folder ASCD. (Required).
Jan. 31 (3)	<u>(1st Virtual Chat Room Team Meeting)</u> Define your professional Vision & Belief Systems in Education. Define your personal Vision and Beliefs of Education and Life. Download John Dewey’s Belief System Article from Blackboard. See Anthony Robbins Chapter on Beliefs- <u>UNLIMITED POWER (Book)</u> . Write on paper your vision and belief system. Validate them against the curriculum you are teaching and your professional behavior.
Feb. 7 (4) (1 st Summary Due)	Download Sapone’s Early Childhood Education Model and Sapone’s Life Education Model from Blackboard. Critique the article for relevance and what the research states. What are the implications for learning? How can we involve the parents in the education of their Children. What is the evidence on early childhood cognitive and social intervention and practice?
Feb. 14 (5)	Download articles from Blackboard on the necessary 21 st century skills that student must possess to live productively in our 21 st global life. Identify the most important technical and linguistic skills that schools must encourage. Where and how would you teach them in today’s current school curriculum.
Feb. 21 (6)	Constructivist Project assignment due and presented to Dr. Sapone for review, guidance and approval. Design a new constructivist curriculum model that attempts to incorporate NCATE and TSSA technology standards. Project can be individual or team based. Insure that you cite the appropriate integrated research related to your topic\curriculum. No project can be started until approval of your project outline is given by Dr. Sapone.
Feb. 28 (7)	Alternative Education’ Home schooling; Charter schools; Magnet schools; religious schools; Vouchers and private education. Explain the advantages and disadvantages of alternative education. Should public monies be used to finance alternative education? Discuss the role of “After School” programs and their value for education. What major programs should be offered? For boys? For girls? Justify the costs of sports vs. other programs offered by the school. What is the role of “Gifted Education.” Should we have gifted programs in schools?
March 7 (8)	What is the role of “Assessment and Evaluation” in the curriculum/ The role of standards? How would you evaluate the academic progress of students? Define “Formative” and “Summative” evaluation. What is the difference? If learning is continuous should grades be permanent? Etc.
March 14 (9)	Download the Power Point on Diversity\Multiculturalism Education, Part 1, and Read and complete the diversity learning module found on Blackboard. Developing a Multicultural Model for your professional life and classroom interactions. Read the article found in the “Phi Delta Kappan” journal found on Blackboard.
March 21 (10)	Can we define “Intelligence?” How has the role of intelligence changed today? What is “Multiple Intelligence?” Should the teacher be aware of learning differences using the Multiple Intelligence model by Gardner? How does Gardner model differ from others such as Robert Sternberg’s? Does the standard movement increase the intellectual level of students? What is the role of “Professional Staff Constructivist Development? What is different today vs. the past history?
March 28 (11)	Download and read the many articles found on Blackboard on the use of Portfolios. Understand how the use of portfolios in the classroom can enhance student learning and literacy. How would you measure and evaluate student portfolios? Of what value are they in the field of Education? More.
April 11 (12)	Define the use of mentors in the educational processes of education. Download the Power Points and articles on Mentoring and Coaching. What are the major principles that should be used by the schools in the use of mentorship? Define roles, responsibility, outcomes, etc.
April 18 (13)	What is the role of the school in the teaching of technology skills? What skills do corporate organizations stress as importance for students to demonstrate? What is the relationship of technology literacy vs. a general education? Where in the curriculum should these skills be taught? Present a sample of a scope and sequence technology skill chart\model.
April 25 (14)	Write your perspective on what is an “Educated Person” for the 21 st century. Cite your research and readings to support your document. You should also complete your “Reflection” paper for these Internet courses. Please include them in the addendum of your project. (Team CD Portfolio Due)
May 2, (15)	

G. COURSE CRITERIA FOR THE INTERNET COURSES:

1. This course offering will be an “Internet” offering taken on the Internet by those students enrolled

In the spring semester of 2003 from Niagara University. You must sign in to use Blackboard.

2. To download any or all of the course materials: (Educ. 598A, 622, 627, 644AIT & 645AIT) go to:

<http://www.niagara.edu/sapone> and “http:// www. Courses.Niagara.edu?Courses\Educ645IT.

3. Review the course outline & required rubrics. Use the appropriate material that correspond/fits the requirements as well as extensive library readings for each of the course competencies.

4. Major project is due by assigned date as given on the first meeting of the class. If you need additional time for the major project due; please e-mail Dr. Sapone at his website URL. (See Course Dates & requirements posted on the website.

5. Please make an extra copy of your project for yourself since the original project will not be returned and will be used for NCATE review. Please also attach a “Floppy” disk or CD of your project.

7. There are a total of three parts to your assigned project-
(a). Design a curriculum or extensive \project\unit that includes (40 percent), (b) A “Multicultural Model for classroom (15 percent) use, and (c) A unit on “Technology” (15%) for classroom use and implementation. (Total of 70% of final grade).

30% of the final grade will be on Attendance; Discussion papers (Revision of Bloom cognitive taxonomy or other appropriate models); your Team and Individual Reflection log, individual and team evaluation and class participation including extensive use of the research literature through your integrated citation of research evidence. One final component is the use of mentors, i.e., E-mail questions and responses).

Go to “Blackboard” and see reference samples models of Multicultural and Technology models\content as found for Internet use.

1. Regular attendance required and recorded.

2. Weekly meetings of your Internet Teams in your Blackboard Virtual Classroom or in person as determined by each team.

3. Extensive readings of research materials included that as posted on Blackboard and required text.

H. COURSE REQUIREMENTS:

1.	Major Team\Individual Project (Due December 2006.
2.	Weekly Summary of Bloom's Revised Taxonomy (3 per individual @ 5 Points per Summary).
3.	Reading of Assignment Books\References\Research.
4.	Weekly Readings of Material to be Download from Blackboard (All as Required)
5.	Adherence to University Attendance Policy
6.	High cognition and quality participation in team Internet meetings in team's virtual classroom
7.	10% Bonus for Exemplary Performance
8.	Major Critique of One of the Required Assigned Reading Books (Optional).

I. ATTENDANCE:

Attendance is considered an indication of professional commitment and responsibility. Participants are expected\required to attend all classes. Absences are permitted only for illness or serious personal matters. School requirements are of a secondary position, i.e., this course if your priority. Absences may jeopardize a candidate's course grade. A phone call, E-mail message, prior to the class\team meeting to your instructor is required if you expect to miss a class.

J. GRADING:**K. GRADING:**

1.	Major Team\Individual Project	50%
2.	(3) Summary Per Candidate (5% per Summary)	15%
3.	Higher order cognitive thinking in team meetings as per weekly archive	15%
4.	Class Attendance (University Policy-Last Class is Mandatory)	5%
5.	All "Rubrics" must be incorporated and followed in project assignment	10%
6.	Bonus for "Exemplary" performance throughout this Internet offering	10%
7.	Critique of One of the Assigned Reading Books (Optional)	10%
8.	Weekly "Hits" of all topics on Blackboard	15%
9.	(A = 130 to 120)..... (B= 119-100).....(C = 99 and below)	
10	Total Summary	130 Points

L. STUDENT DISCLOSURE:

Any student eligible for and needed academic adjustments or accommodations because of a disability are requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The University will make reasonable accommodations for persons with documented disabilities.

DR. SAPONE'S ADDRESS\E-MAIL\PHONE NUMBER, ETC.:

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*****Drcsapone@aol.com (AOL Screen Name) (Please use this E-mail for all correspondence to me)

Website address: <http://www.niagara.edu/~sapone/>

Sapone@niagara.edu (School address)-DO NOT USE THIS URL

Internet Course/Blackboard: courses.Niagara.edu/courses/EDU645IT

Call Sharon (716-286-8550 Extension 826-8550) Executive assistant in Office for administrative questions.

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