**California State University, Northridge**

**Michael D. Eisner College of Education**

**Spring 2014**

**Wednesdays, 4:00-9:45**

***E ED 601: Curriculum and Instruction and the Reflective Teacher***

**CLASS LOCATION: Vaughn Next Century Learning Center**

13330 Vaughn St, Los Angeles, CA 91340

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| **INSTRUCTOR: Dr. Susan Belgrad, Professor OFFICE: ED 2102**  **E-mail: [susan.belgrad@csun.edu](mailto:susan.belgrad@csun.edu)**  **Website:** [**https://www.csun.edu/~sb4310**](https://www.csun.edu/~sb4310) **Office phone: 818-677-4901** |

**I. Course Description**

This course will provide a seminar approach to fundamental issues in curriculum, instruction, reflective practices and related educational research and theory. Topics will be addressed through reading and discussion of seminal and contemporary educational research and literature that deals with the issues of education in diverse classroom settings. Furthermore, opportunities to reflect on instructional practices will be embedded within the course design. To this end, the course includes analysis of varied instructional practices through the observation of classroom instruction from videotapes of classroom lessons and through opportunities for self-observation and self-reflection.

**II. Catalog Description**

A course on the philosophical and research bases for instructional practices, and instructional decision-making based on reason, ethics, and responsibility, including emphasis on the current California Frameworks and the reasons for their development. This is a department core course required of all Master’s degree candidates during the first two semesters of the program.

1. **Conceptual Framework of the College of Education**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

* + We value academic **excellence** in the acquisition of professional knowledge and skills.
  + We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
  + We value ethical practice and what it means to become **ethical and caring** **professionals**.
  + We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
  + We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities** **of diverse learners**.
  + We value **creative and reflective thinking** and practice.

1. **Course Objectives-** *Students who successfully complete this course will be able to:*
   1. Understand the complexities of our current educational system: How testing and standards have impacted learning and the importance of teaching the “whole child” and th current need to address STEM learning for diverse students.

2. Recognize the challenge of schools to ensure learning for all students and critically evaluate the potential of current efforts in advancing the goals of learning and preparing students to become scientifically literate problem solvers.

3. Understand the assumptions underlying instructional practices through analyses using multiple frameworks, such as, *behaviorism, constructivism and* *sociocultural contructivist* learning theories; applications that lead teachers to promote students’ individual potential in STEM learning and associated school disciplines.

4. Understand the political nature of calls for next century schools through the Common Core State Standards and the Next Generation Science Standards. Reflection on the ways in which teachers are supported or constrained in meeting standards for educational excellence.

5. Understand and implement reflective thinking processes on dimensional teaching and learning (pedagogy) that occurs both in classroom-based practice and in course

discussions, written assignments and presentations as well as

6. Identify a STEM research agenda using a reflective framework, and analyze educational research through completing summaries (précis) and participating in a collaborative research project.

1. **Student Learning Outcomes for Elementary MA Program**

* Students will ***reflect*** on their pedagogy by examining their practice and   
  pedagogical content knowledge to support diverse students’ learning needs.
* Students will extend their ***theoretical understanding*** by reading, synthesizing, and evaluating educational theory and research and application of research findings to their practice in diverse classroom settings.
* Students will develop ***research skills*** by conducting literature reviews and presenting their findings in a professional manner in oral and written forms.
* Students will expand their ***educational awareness*** by knowing current educational issues and how they impact schools.
* Students will demonstrate qualities of ***leadership*** by advocating for children and teachers and demonstrating the abilities and dispositions of teacher leaders.

1. **Course Content**
   1. Overview of how public schools seek to ensure learning for all students and critically evaluate the potential of current efforts in advancing the goals of STEM student learning;
   2. Study and analysis of theories and models of classroom instruction that have influenced public school education (e.g., behaviorism, constructivism, social constructivism);
   3. Review and analysis of processes of curriculum development and factors that influence it;
   4. Consideration of the effects and implications of current global challenges, as well as cultural values and economics, on curriculum and instruction;
   5. Analysis of how educational and neurobiological research can influence curricular and instructional decision making;
   6. Understanding how reflective practice impacts professional development and student learning;
   7. Establishment of a professional portfolio including a written account of individual analysis of practice and evidence of meeting each of the course objectives.
2. **Readings (required)**

Henderson, J. 2000. Reflective Teaching: Professional Artistry through Inquiry.  
  
Brooks, J. G., & Brooks, M. G. (1999). In search of understanding: The case for constructivist classrooms.

APA (2009) Publication Manual of the American Psychological Association (6th Edition). Also in the library. Online information about APA formatting <http://www.psychwww.com/resource/apacrib.htm>

Danielson, C. (2008). The Handbook for Enhancing Professional Practice. ASCD.

**Recommended**

Belgrad, S., Burke, K and Fogarty. R. 2008. *The Portfolio Connection*. 3rd ed. Thousand Oaks, CA: Corwin Press, A Sage Publications Company.

**Supplemental Reading**

Armstrong, T. (1998). Awakening genius in the classroom. Alexandria, VA: Association for   
 Supervision and Curriculum Development.  
Banks, J. A. (1994). Transforming the mainstream curriculum. Educational Leadership, 51 (8), 4 8.

Berry, B. (2010\_ Teaching 2030. Teachers College Press.

Beyer, L. E., & Apple, M. W. (1988). Values and politics in the cur­riculum. In L. E. Beyer & M. W. Apple (Eds.), The curriculum: Problems, politics, and possibilities (pp. 3-16). Albany, NY: State University of New York Press.  
Brandt, R. (1994). On educating for diversity: A conversation with James A. Banks. Educational Leadership, 51 (8), 28-31.

Bruner, J.S. (.1960). The process of education. New York: Vintage Books.

Bruner, J.S. (1966). Toward a theory of instruction. Cambridge, MA: Harvard University Press.

Connelly, F. M., & Clandinin, D. J. (1988). Teachers as curriculum planners: Narrative of experience.

New York: Teachers College Press.

Darling-Hammond, L. (1997). Reframing the school reform agenda: Developing capacity for school

transformation. In E. Clinchy (Ed.), Transforming public education: A new course for Amer­  
 ica's future (pp. 38-55). New York: Teachers College Press.

Dewey, J. (1985). Ethics. In J. A. Boydston (Ed.), The later works of John Dewey, 1925—1953

(Vol. 7).Carbondale, IL: Southern Illi­nois University Press. (Original work published 1932).  
Dewey, J.(1963). Experience and education. New York: Collier Books.   
Dewey, J. (1966). Democracy and education. New York: Macmillan.

Dewey, J. (1936). The social significance of academic freedom. The Social Frontier, 2 (6), 165-166.  
Dewey, J. (1933). How we think: A restatement of the relation of re­flective thinking to the educative process (2nd ed.). Boston: Heath. (Original work published 1910)

Eisner, E. W. (1994). The educational imagination: On the design and evaluation of school programs  
 (3rd ed.). New York: Macmillan.

Joyce, B., & Weil, M. (1972). Models of teaching. Englewood Cliffs, NJ: Prentice Hall.

Kohlberg, L. (1971). States of moral development as a basis for moral education. In C.M. Beck, B.S. Crittenden, & E.V. Sullivan (Eds.), Moral education: Interdisciplinary 'approaches. New York: Newman Press.

Fosnot, C. T. (Ed.). (1996). Constructivism: Theory, perspectives, and practice. New York: Teachers  
 College Press.

Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam.

Greene, M. (1978). Landscapes of learning. New York: Teachers College Press.  
Greene, M. (1988). The dialectic of freedom. New York: Teachers College Press.

Henderson, J. G. (1996). Reflective teaching: The study of your con­structivist practices (2nd ed.).  
 Upper Saddle River, NJ: Mer­rill/Prentice Hall.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development.   
 Upper Saddle River, NJ: PTR Prentice Hall.

Maslow, A. H. (1962). Some basic propositions of a growth and self-actualization psychology.   
 In A. W. Combs (Chair), Perceiv­ing, behaving becoming: A new focus for education (pp. 34 49). Washington, DC: Association for Supervision and Curriculum Development.

Matthews, C. E., Binkley, W., Crisp, A., & Gregg, K. (1997/1998). Challenging   
gender bias in fifth grade. Educational Leadership, 55(4), 54-57.   
Meier, D. (1997). Habits of mind: Democratic values and the cre­ation of effective   
learning communities. In B. S. Kogan (Ed.), Common schools, uncommon futures: A working consensus for­ school renewal (pp. 60-73). New York: Teachers College Press.

Noddings, N. (1997). Learning, teaching, and existential meaning. In B. S. Kogan (Ed.), Common schools, uncommon futures: A working consensus for school renewal (pp. 49-59), New York: Teachers College Press.

O'Neil, J. (1996). On emotional intelligence: A conversation with Daniel Goleman. Educational Leadership, 54 (1), 6-11.

Parker, W. C. (1997). The art of deliberation. Educational Leader­ship, 54 (5), 18-21.

Perkins, D. (1993/1994). Thinking-centered learning. Educational Leadership, 51 (4), 84-85.

Scherer, M. (1997). Perspectives: Zero tolerance in a civil society? Educational Leadership, 54 (5), 5.

Schneider, E. (1996). Giving students a voice in the classroom. *Ed­ucational Leadership*, *54*, 22-26.   
Schon, D.A. (1983). The reflective practitioner. New York: Basic Books.

Smith, F. (1990). To think. New York: Teachers College Press.

Spady, W. G. (1994). Choosing outcomes of significance. Educa­tional Leadership, 51 (6), 18-22.

Sykes, G. (1983). Teaching as reflective practice. In K.A. Sirotnick & J. Oakes. (Eds.), Critical perspectives on the organization and improvement of schoolinq, (pp. 229-246). Boston: Kluwer Nijhoff Publishing.

Tom, A. (1984). Teaching as a moral craft. New York: Longman.

Tyler, R. (1949). Basic principals of curriculum and instruction. Chicago: Univer­sity of Chicago Press.

Vygotsky, L. (1926). Thought and Language. Cambridge, MA

California State Dept. of Education**.** <http://www.cde.ca.gov/board/pdf/vpall.pdf>

California State Dept. of Education. (1987 or 1996). History-Social Science Framework.

California State Dept. of Education. (1987 or 1996). English Language Arts Framework.

California State Dept. of Education. (1987 or 1996). Mathematics.

California State Dept. of Education. (1987 or 1996). Science Framework.

1. **Course Requirements**

**Methodology:**

* Reflective papers and 2 précis on educational research;
* Participation as an active group member in a variety of class tasks including cooperative, project-based learning lessons;
* Reviewing the current issues affecting the classroom learning community and a reflection on the impact of the shifts on the purpose of schooling in the 21st century;
* Group discussions and reflection logs on the changing role of the teacher in the school; shifts in focus toward testing and a return to the need for promoting higher order thinking—problem solving, creativity, collaboration , critical literacy and the development of pro-social communication skills in all students;
* Review and discussion of research literature that supports the implementation of CCSS and NGSS, and/or advances the implementation of the student-centered practices studied in the course.
* Collaborative work with class members to conduct Internet and library-based research on a STEM inquiry topic that will be presented to the class.

1. **Assignments/Assessments**
2. Each student will be responsible for active participation in each class session and for engagement in a Final Portfolio Showcase . Students will also work together in designing and presenting the outcomes of a Collaborative Project on the changing role of the teacher in the classroom/school; reaching and teaching diverse learners by applying knowledge and research in education, child development and neurobiology. A course assignment sheet and scoring rubrics will be distributed throughout the course in order to provide background and information along with and specific details for successfully completing the required work.
3. The following items will be included in the portfolio (students will be provided with materials and instruction on how to create the final portfolio of significant learning.
   1. Reflective journal – weekly double-entry journal on text readings, assignments and classroom applications of course material.
   2. Persuasive essay—APA style letter of advocacy addressing the ASCD Whole Child Initiative.
   3. Session logs, graphic organizers, group work outcomes of class activities.
   4. 2 Précis on research (related to assigned topics in the class).

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| CLASS SESSION LOGS | |
| QUESTIONS:   1. What are some key ideas learned in this session? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 2. Where have you become excited or intrigued?  **Student Name:** 3. What are one or two insights or reflections from your learning? 4. Where has your mind spun off to during the session? 5. What are some applications for your teaching? (transfer) | |
| **Session Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Session Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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**PERFORMANCE ASSESSMENT GUIDE**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course EED 601**

**Spring 2014 Date**  **\_\_\_\_\_\_\_\_\_\_**  **Instructor** Dr. Susan Belgrad

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| --- | --- | --- | --- | --- | --- |
|  | **Score** | | | | |
| **PORTFOLIO - 70%** | **Average**  **1** | **Strong 2** | **Super 3** | | **Total** |
| 1. **Weekly Online Posts, Discussions and Reflection Journals Score X 5** |  |  |  | | /15 |
| 1. **Persuasive Essay Score X 5** |  |  |  | | /15 |
| 1. **Two Précis of Research Articles Score X 5** |  |  |  | | /15 |
| 1. **In-Class Work: Session logs, graphic organizers,  group-work outcomes Score X 5** |  |  |  | | /15 |
| 1. **Portfolio Showcase (showing evidence of   course learning objectives 10 points** |  |  |  | | /10 |
| **Total Portfolio** | | | | | **70** |
|  | | | | | |
| **COLLABORATIVE PRESENTATION**  **Score X 5** |  |  |  | |  |
| **PRESENTATION - 15% Total Presentation** | | | | | /15 |
|  | | | | | |
| **ATTENDANCE & PARTICIPATION 15%** | **Quality of Participation** | | | | |
|  | **Xs 1 Xs 2 Xs 3** | | | | |
| **Regular Active Participation =5**  **Occasional Participation =2**  **Minimal Participation =1** |  |  |  |  | |
| **Total Participation** | | | | /15 | |
| **TOTAL POINTS HERE ⇒** | | | | **/100** | |
| **Grading: 94-100 = A (*Exceptional*) 84-93 = B (*Solid Quality*) 74-83 = C (P*assing*)** | | | | | |

This ***self assessment*** is submitted with the portfolio at week 10 and again upon completion of all course assignments.

***Students should consult the course standards provided in the syllabus to self assess the quality of work for each item.***

# *This course is an intensive, practical graduate course designed to promote professional development. All students entering the course are assumed to have the ability to earn an A or B grade; however, this does not mean that all students will automatically receive an A or B.*

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| Guidelines for an A  Exceptional Work  Well-Above Average | Participation in class discussion and group tasks is consistently active and strongly ***pertinent*** effort has been made to integrate theory and skills into teaching and classroom experience.  Understanding of the knowledge base/research findings is consistently reflected in class performance.  Written assignments provide evidence of scholarly work.  Self-assessment of participation and learning outcomes for assigned  activities include pertinent defense of exceptional performance. |
| Guidelines for a B  Basic Graduate | All assignments provide evidence that an effort has been made to integrate theory and skills into teaching and classroom experience.  Written or verbal presentation of assignments is of high scholarship and quality.  Student actively participates in all class discussions and group tasks.  All completed course work shows evidence of application of content. Self-assessments reflect ability to meet standards. |
| Guidelines for a C  Below Average Work | Assignments are delayed and/or meet minimal requirements.  Student participates minimally in class discussions and group tasks.  Course work completed reflects minimal level of acceptable scholarship  Self-assessments are incomplete or missing. |
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