

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION

EDUL 6020 –Principles of Curriculum Design & Instruction
Fall 2007

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Introduction

This course is a study of principles of curriculum design and instruction with exercises of practical application. It is designed for building administrators, department chairpersons, instructional lead teachers, staff development specialists, curriculum leaders, and central office supervisors and administrators. The purposes include developing knowledge and leadership skills in curriculum development, research-based instructional strategies and curriculum design, and supporting the success of ALL students. Learning will focus on an integration of the extant knowledge base, supporting theory, and leadership and delivery strategies supporting curriculum development and instruction in a standards-based school. Dr. Blase will assist students as they sharpen the focus on responsibility for professional development, perceive their roles realistically, and prepare to perform effectively.

Objectives

- ✓To develop a school leader who believes in, values, and is committed to:
 - a school vision of high standards of learning;*
 - ensuring that students have the knowledge, skills, and values needed to become successful adults;*
 - student learning as the fundamental purpose of schooling;*
 - the proposition that all students can learn; and*
 - the variety of ways in which students can learn.*
- ✓To develop a school leader who facilitates processes and engages in activities ensuring that:
 - barriers to student learning are identified, clarified, and addressed;*
 - diversity is considered in developing learning experiences;*
 - curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies; and*
 - teachers are assisted in their instructional growth.*

✓To develop a school leader who has knowledge and understanding of:
student growth and development;
applied learning theories
applied motivational theories;
curriculum design, implementation, evaluation, and refinement;
principles of effective instruction;
measurement, evaluation, and assessment strategies; and
diversity and its meaning for educational programs.

Dear Student and Colleague,

Welcome to your web course, EDUL 6020, *Principles of Instruction and Curriculum Design*! In this course you will learn how to organize and involve others in curriculum development, study the powerful research base for instructional strategies and curriculum design, and examine plans for including diverse students in standards-based instruction. Finally, you will analyze your own and one other teacher's classroom instruction with respect to unit design, use of instructional strategies related to student achievement, and needs of diverse students.

If you have questions, I will be available on email: jblase@uga.edu or by phone: (706) 613-8226.

Best wishes to you and yours,
Jo Blase

REQUIRED BOOK

Required for EDUL 6017, 6019, **6020**, 6021, 6023, 6024:

For this required book, you may choose to buy either the longer, traditional edition (used 6th or 7th editions are fine) or the brief edition (chapter numbers are the same). Both are available from ablongman.com, Amazon, Borders, or bookstores specializing in textbooks. (The book will be available in e-version in 2007.)

Traditional edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2007). Supervision and instructional leadership: A developmental approach (7th ed.). Boston: A.B. Longman/Pearson Education. ISBN 0205489532 @\$110 new, hardback only

Brief edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2005). The basic guide to supervision and instructional leadership. Boston: A.B. Longman/Pearson Education. ISBN 020540443X @\$70 new, paper only

This text's emphasis on school culture, teachers as adult learners, developmental leadership, democratic education, and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners. The book places instructional leadership and school improvement within a community and societal context; provides examples of direct assistance, professional development, and action research; addresses hot issues such as school improvement, constructivist teaching, professional development, Chaos Theory, and state-mandated standards.

Lesson #1: Curriculum Development

👉 Read Chapter 19, Curriculum Development, in Glickman, Gordon, & Ross-Gordon

👉 Consider sources of development, purpose, content, organization, format, and levels of teacher involvement.

Lesson #2: Research-Based Instructional Strategies & Curriculum Design

Research tells us that teachers can make a tremendous difference in student achievement. As a result, many education reform efforts, including the No Child Left Behind Act of 2001, have focused on improving the quality of teachers. But what exactly do highly effective teachers do in their classrooms to help students learn at higher levels? Research tells us that one key trait of effective teachers is their use of instructional strategies that work. Through a meta-analysis of more than 30 years of research on classroom instruction on student achievement, researchers have identified nine categories of instructional strategies that have a high probability of improving student achievement in k-12 classrooms, listed in the chart below.


Instructional practices associated with higher levels of student achievement

Category	Definition
Identifying similarities & differences	Helping students compare, classify, and create metaphors and analogies
Summarizing & note taking	Helping students analyze, sift through, and synthesize information in order to decide which new information is most important to record and remember
Reinforcing effort & providing recognition	Teaching students about the role that effort can play in enhancing achievement and recognizing students for working toward an identified level of performance
Homework & practice	Providing students with opportunities to learn new information and skills and to practice skills they have recently learned
Nonlinguistic representations	Helping students generate nonlinguistic representations of information, including graphic organizers, pictures and pictographs, mental pictures, concrete representations, and kinesthetic activity
Cooperative learning	Creating opportunities for students to develop positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills and group processing
Setting goals & providing feedback	Helping students set their own learning goals in order to establish direction and providing students with timely feedback about their progress
Generating & testing hypotheses	Helping students generate and test hypotheses through a variety of tasks, through systems-analysis, problem-solving, historical investigation, invention, experimental inquiry, and decision-making

Activating prior knowledge

Helping students retrieve what they already know about a topic

It's important to note, however, that these strategies are designed to be used at different times, in different contexts, and to address different learning objectives. Simply put, no instructional strategy works equally well in all situations. Finally, it's important to bear in mind that while researchers have attributed 13 percent of the variance in student achievement to teachers, instruction is but one of three teacher characteristics that affect student achievement. The other two are classroom management and curriculum design.

 Study the 9 research-based strategies that improve student achievement (Chapters 2-10) in the FREE download below:

Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). What works in classroom instruction. Aurora, CO: Mid-continent Research for Education and Learning.


Available: FREE download of pdf file:

http://www.mcrel.org/PDF/Instruction/5992TG_What_Works.pdf

TIP FOR YOUR PROFESSIONAL LIBRARY: If you prefer an extended book and coordinated handbook on these strategies, rather than this free pdf download, consider purchasing for your professional library:

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J., & Gaddy, B.B. (2005). A handbook for classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development.

 Also study how to use the 9 instructional strategies in unit planning (Chapter 12 of the FREE download). The Planning Guide below (summarizing the content of Chapter 12) suggests that effective curriculum design involves effectively *ordering* the use of the nine instructional strategies:

Planning Guide

When Strategies Might be Used At the Beginning of a Unit

Setting Learning Goals

1. Identify clear learning goals.
2. Allow students to identify and record their own learning goals.

When Strategies Might Be Used During a Unit

Monitoring Learning Goals

1. Provide students feedback and help them self-assess their progress toward achieving their goals.
2. Ask students to keep track of their achievement of the learning goals and of the effort they are expending to achieve the goals.
3. Periodically celebrate legitimate progress toward learning goals.

Introducing New Knowledge

1. Guide students in identifying and articulating what they already know about the topics.
2. Provide students with ways of thinking about the topic in advance.
3. Ask students to compare the new knowledge with what is known.

4. Have students keep notes on the knowledge addressed in the unit.
5. Help students represent the knowledge in nonlinguistic ways, periodically sharing these representations with others.
6. Ask students to work sometimes individually, but other times in cooperative groups.

Practicing, Reviewing, and Applying Knowledge

1. Assign homework that requires students to practice, review, and apply what they have learned; however, be sure to give students explicit feedback as to the accuracy of all of their homework.
2. Engage students in long-term projects that involve generating and testing hypotheses.
3. Have students revise the linguistic and nonlinguistic representations of knowledge in their notebooks as they refine their understanding of the knowledge.

When Strategies Might Be Used At the End of a Unit

Helping Students Determine How Well They Have Achieved Their Goals

1. Provide students with clear assessments of their progress on each learning goal.
2. Have students assess themselves on each learning goal and compare these assessments with those of the teacher.
3. Have students articulate what they have learned about the content and about themselves as learners.



A few words about curriculum design:

The category referred to as curriculum design addresses the order and pacing of content and instructional activities. To distinguish this category of variables from those in the category of instruction, consider the fact that a teacher could use all of the nine research-based instructional strategies but still not address the subject-matter content in a logical way or pace activities in a way that optimizes learning. Creemers lists two factors in this category: (1) explicit ordering of goals, and (2) clearly stated and well-structured content. These factors are brought to life in the context of Bloom's (1976) research on the nature and structure of classroom tasks. Bloom reasoned that during a year of school, students encounter about 150 separate "learning units or learning tasks" (p. 87), each representing about seven hours of school work. Assuming that the school day is divided into five academic courses, we can infer that students encounter about 30 learning units within a year-long course or about 15 learning units within a semester-long course. What is referred to here as curriculum design might be operationally defined as the extent to which activities within these learning units are organized in a way that optimizes learning and the extent to which learning units are ordered in a way that optimizes learning. According to Clark and Yinger (1979), this aspect of instruction also involves selecting appropriate learning activities and organizing these activities within and between units.

Research by Nuthall (Nuthall, 1997; Nuthall & Alton-Lee, 1995) provides some guidance for within-unit and between-unit planning. Specifically, Nuthall's research indicates that students should be exposed to informational knowledge at least three or four times before they can legitimately be expected to remember that information or use it in meaningful ways. In addition, the time between exposures to that information should not exceed about two days. The interval created by the need for multiple exposures to information and the need for those exposures to be relatively close in time has been called the "time window" for learning (Rovee-Collier, 1995).

Also relevant to this discussion is Kulik and Kulik's (1989) meta-analysis of the effects of goal structure on student achievement. Specifically, they report an effect size (ESd) of .30 when goals are well articulated and organized into a hierarchical structure. Finally, Creemers (1994) makes the following comment about the structure of goals and their influence on student achievement:

The hierarchy of goals is reflected in the structure of a curriculum starting with easy exercises and simple knowledge and building up to more complex exercises and knowledge structures . . . Research shows that clearly structured curricula are more effective than less clearly structured curricula. The clear structure is expressed in goals that should be achieved in succession: achieving the first goal is a condition for achieving later goals. (p. 49)

In summary, effective curriculum design appears to be a function of the learning goals that are established by the teacher, the manner in which these goals are organized, the activities selected to

help students meet these goals, and the manner in which these activities are spaced and paced. (from Marzano, A New Era...pp.63-65)


TIP FOR YOUR PROFESSIONAL LIBRARY: You may be interested in the following related items: Marzano, R.J. (2000). A new era of school reform: Going where the research takes us. Aurora, CO: Mid-continent Research for Education and Learning [FREE download available online from McRel.org]. [sophisticated meta-analysis of research on school-, teacher-, and student-level variables that affect student achievement]

Marzano, R.J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. [book on the school-, teacher-, and student-level variables that affect achievement]

What works in schools: Translating research into action. [marzanoandassociates.com] [FREE power point and pdf download explaining the research from productivity to effects, the 11 factors influencing student achievement, with the 9 instructional strategies as no. 6]
<http://www.marzanoandassociates.com/documents/latest02.ppt#1>
<http://www.marzanoandassociates.com/pdf/latest02.pdf>

Lesson #3: Including Diverse Students in Standards-Based Education

A key premise of the No Child Left Behind Act of 2001 is that schools should provide a high-quality education to ALL students. To help students meet this goal, the resources listed below support the success of all students, including those with diverse needs, perspectives, and cultural and economic backgrounds.

 At the site for the Mid-Continent Research for Education and Learning (<http://www.mcrel.org>), look on the left side for McRel by Topic, and click on Diversity. Depending on the student population you work with, choose from among the following Issues Reports or Research Reports listed (and linked) on the next screen; read at least one report:

Including **Culturally and Linguistically Diverse** Students in Standards-Based Reform; A Report on McRel's Diversity Roundtable I

Including **At-Risk** Students...Roundtable II

Including **Special Needs Students**...Roundtable III

Meeting the Needs of Culturally and Linguistically Diverse & Special Needs Students in **Rural Communities**...Roundtable IV


Examining Comprehensive School Reform in Schools Serving **Native American** Communities

Effective Standards-Based Practices for **Native American** Students: A Review of Research


Helping **At-Risk** Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices


Also of interest: Policy Brief: Raising the Achievement of **Low-Performing** Students

CAPSTONE ASSIGNMENT

 *For this assignment, you will analyze your own and one other teacher's classroom instruction **with respect to the above lessons**. The purpose is less*

about the **process** of observing and conferring (which you learned in EDUL 6019) than it is about reflecting on each classroom lesson in terms of (1) unit design, (2) the 9 instructional strategies related to student achievement, and (3) the needs of diverse students (per your chosen group for study—culturally, linguistically, at-risk, rural, Native American, and/or low-performing students). “Observe” your own planning and teaching (by videotaping or retrospection) and that of another teacher (with his/her permission, of course), reflect on the lessons, and discuss your reflections with your colleague-teacher. Write a brief report (or produce a graphic, chart, or other creative material) (3-4 pages maximum) about your reflections.

 E-mail or Ground mail your Capstone Assignment (E-mail: jblase@uga.edu; Ground mail: Dr. Jo Blase, 121 Hickory Pointe Drive, Athens, GA 30605) to me so that it **arrives no later than the last week of the session; that is, mail it by approximately one week before the end of the current session.** *Don't worry or inquire about my receipt of the paper; if I am missing any papers at grading time, I will contact you personally!*

 I sincerely hope this course has helped you build an understanding of the critically-important, solid research base which undergirds curriculum design and instruction. Best wishes,
Jo Blase

6/07

OPTIONAL: USEFUL BOOKS FOR YOUR PROFESSIONAL LEADERSHIP LIBRARY AND COURSEWORK

- Acheson, K. A., & Gall, M. D. (1992). *Techniques in the clinical supervision of teachers: Preservice and inservice applications* (3rd ed.). White Plains, NY: Longman.
- Blase, J., & Blase, J. (2006). *Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers*. Thousand Oaks, CA: Corwin.
- Blase, J., & Blase, J. (2004). *Handbook of instructional leadership* (2nd ed.). Thousand Oaks, CA: Corwin.
- Calhoun, E. F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B. & Calhoun, E. (1996). *Creating learning experiences: The role of instructional theory and research*. Alexandria, VA: ASCD.
- Joyce, B., & Showers, B. (1998). *Student achievement through staff development* (3^d ed.). White Plains, NY: Longman.
- Joyce, B., Weil, M., & Calhoun, E. (2000). *Models of teaching* (6th ed.). Needham Heights, MA: Allyn and Bacon.
- Sullivan, S., & Glanz, J. (2005). *Supervision that improves teaching: Strategies and Techniques*. Thousand Oaks, CA: Corwin.

Office Hours: By appointment. E-mail correspondence and telephone conversations are welcome.

General Information

As with all graduate level work, material submitted by students will be evaluated for completeness, appropriateness, creativity, and cohesiveness. The focus of any activity, discussion, and course assignment should derive from an educational leadership perspective. Clarity of writing and grammar will be considered in evaluation. Language used throughout this course should reflect sensitivity to issues of socioeconomic level, race, culture, gender, sexual orientation, special learning factors, etc. All work must be in APA format when appropriate; a 12-point font, one-inch margins, and double spacing are preferred but not necessary. Feel free to discuss any questions or concerns about the course assignments prior to the due date. If you have special needs, please discuss them with me as soon as possible.

Diversity Statement

Issues related to student diversity will be addressed in each of the courses in the Educational Leadership Program. This specifically means that issues related to differences in individuals and groups will be discussed. These include: concerns with the cultural backgrounds of learners, concerns with multiple learning styles and competencies of learners, and concerns with the variation in contexts from which learners come and in which schooling occurs. It is our understanding that differences in contexts result in differences in how parents, educators, and students view the world. Unless educators understand these differences and create programs that build on these differences, learners may be placed at risk of failure simply because of their differences. We believe that a respectful concern for diversity must be at the heart of every school leader's effort to improve "the opportunity to learn" for all students and adults. We will stress diversity issues and their significance in relationship to school leadership.

A Culture of Honesty

Per the UGA Honor Code and Academic Honesty Policy, all academic work must meet the standards contained in "A Culture of Honesty" All students are responsible for informing themselves about those standards before performing any academic work.