Syllabus

Course Overview

Now, more than ever before, knowledgeable educators are the key to improving the state of education as it relates to both curriculum and instruction. Understanding mandates, regulations, and best practices associated with *what* is taught and *how* it is taught is at the heart of the Curriculum and Instruction specialization. The Curriculum and Instruction specialization aims at developing collaborative leaders who know how to create research-based options to increase student success in a variety of dimensions.

Throughout the master's Curriculum and Instruction specialization, there was a focus on developing and demonstrating research-based knowledge, skills, and attitudes necessary to build effective learning environments and provide collaborative leadership in curriculum and instruction. In this capstone course, you will complete 45 hours in a practicum, served in a field-based setting. During this practicum, you will have the opportunity to consolidate and link content and concepts embedded in the five specialization competencies addressed in the courses in the Curriculum and Instruction specialization.

You will demonstrate competence by:

- Planning, implementing, and evaluating a practicum project aligned to the five specialization competencies.
- Populating and organizing your ePortfolio for the Curriculum and Instruction specialization with artifacts aligned to the five specialization competencies.
- Analyzing site-based experiences through a Reflection Journal and Activity Log to document progress and challenges in the practicum.
- Synthesizing peer-reviewed resources aligned to the five specialization competencies in an annotated bibliography.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1. Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs.

2. Instruct, design, and assess learning.

3. Lead in curriculum and instruction.

4. Collaborate for the improvement of curriculum and instruction.

5. Evaluate and incorporate research to enrich practice and theory in curriculum.

Course Prerequisites

For MS Curriculum and Instruction learners only. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5007, ED5501, ED5500 or EDT5130, ED5503 or EDT5122, ED5504, ED5006, ED5533, ED5534 or EDT5142, ED5535 or EDT5126, ED5538. Cannot be fulfilled by transfer.

Syllabus ❯❯ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Danielson, C. (2006). *Teaching leadership that strengthens professional practice.* Alexandria, VA: ASCD.
- Guthrie, S. H. (2013). Creating a collaborative vision in two years. *School Administrator, 70*(1), 14–15.
- McLaughlin, T. H. (1999). Beyond the reflective teacher. *Educational Philosophy, 31*(1), 9–25.
- Ross-Fisher, R. (2008). Action research to improve teaching and learning. *Kappa Delta Pi Record, 44*(4), 160–164.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Educational Research Association. (2000). Position statement on high-stakes testing. Retrieved from http://www.aera.net/AboutAERA/AERARulesPolicies/AERAPolicyStatements/PositionStatementonHighStakesTesting/tabid/11083/Default.aspx
- Center for School Change. (2013). *Vision and mission.* Retrieved from http://centerforschoolchange.org/publications/minnesota-charter-school-handbook/vision-and-mission/
- Hunt Institute (Producer). (2011). Common core state standards: A new foundation of student success [Video]. Retrieved from http://www.hunt-institute.org/knowledge-library/articles/2011-9-1/common-core-state-standards-a-new-foundation-for-student-success/
- Learning Point Associates. (2007). Understanding the No Child Left Behind Act: Scientifically based research. Retrieved from http://www.learningpt.org/pdfs/qkey7.pdf
- National Institute for Literacy. (n.d.). What is scientifically based research? A guide for teachers. Retrieved from http://lincs.ed.gov/publications/pdf/science_research.pdf
- Northwest Regional Educational Laboratory. (2005). Focus on effectiveness: Integrating technology into researched-based strategies. Retrieved from http://www.netc.org/focus/index.html
- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator,* 12–19, 39. Retrieved from http://www.aft.org/pdfs/americaneducator/spring2012/Rosenshine.pdf
- Supovitz, J. (2010). Is high-stakes testing working? @PennGSE: A Review of Research. Retrieved from http://www.gse.upenn.edu/review/feature/supovitz
- U. S. Department of Education. (n.d.). Proven methods: Scientifically Based Research. Retrieved from http://www2.ed.gov/nclb/methods/whatworks/research/index.html

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Projects

Project ≫ Annotated Bibliographies

Project Overview

The competencies in this course are intended to serve as guideposts for your practicum as well as provide a comprehensive summary of what you have learned in your master's program. (These competencies are exactly the same as the outcomes for the Curriculum and Instruction program). Once the demands of your program subside, you may want to re-visit some topics for further study and reflection. Becoming a professional educator is a career-long process!

In preparation for your ongoing professional growth, you will be developing annotated bibliographies that represent each of the course competencies. You are encouraged to search for resources that support your areas of interest as well as areas that need additional improvement. Remember that the main purpose of the bibliography is to provide a brief overview of the sources and how to locate them.

The outcomes of the Curriculum and Instruction program (the competencies of this course) are as follows:

1. Develop curricula reflecting and local philosophy and mission, professional research, current trends, and community and societal needs.
2. Instruct, design, and assess learners.
3. Lead in curriculum and instruction.
4. Collaborate for the improvement of curriculum and instruction.
5. Conduct and evaluate research to enrich practice and theory in curriculum.

Read the Annotated Bibliographies Guide and FAQ document to get an understanding on what is expected within the annotated bibliographies that you are asked to complete during this course. Note that each item in the guide is a Curriculum and Instruction program outcome.

Each annotated bibliographic reference should include the following information:

- Full APA reference.
- A thorough description of the source (at least 2–3 sentences).
- An evaluation of the credibility of the source.
- Information about why the source interests you, or does not interest you.
- Information about how you might use this source in your future courses or career.

For your annotated bibliography assignments, five sources for each competency (program outcome) are considered a minimum.

Understand the requirements for developing an annotated bibliography. Begin searching for information to develop your annotated bibliography; specifically, look for sources and resources that will assist you in the future as you seek to continually improve your instructional repertoire. Sources may include but not be limited to Web sites, print materials, digital materials, DVDs, and podcasts, and should be aligned with course competencies as well as sub-competencies, whenever possible. You will submit your annotated bibliography for each program outcome as assignments in Units 3, 5, 6, 7, and 8.

Unit 1 >> Reflection Practice

Introduction

Throughout your practicum, you will engage in reflections. You will reflect on your successes and challenges related to your practicum. You will also reflect on the project, your impact at the project site, as well as the project's impact on you.

In this unit, you are asked to read the 1999 article, "Beyond the Reflective Teacher," by Terence H. McLaughlin. In the article, the author presents the model of the reflective teacher and the philosophies surrounding this model. Though the article is older, the reflective teacher model is still very valid in today's world.

This capstone experience is an ideal time to reflect on what you have learned and the impact you hope to achieve as a result of that learning. It is the time to consolidate and integrate what you have learned into a meaningful practicum experience for the purpose of sustained change.

Reference

McLaughlin, T. H. (1999). Beyond the reflective teacher. *Educational Philosophy, 31*(1), 9–25.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read McLaughlin's 1999 article, "<u>Beyond the Reflective Teacher</u>," from *Educational Philosophy and Theory*, volume 31, issue 1, page 9–25. This article focuses on the concept of a reflective teacher and the philosophies surrounding it. Though the article is older, the reflective teacher model is still very valid in today's world. Hence, as you read the article, think about how this information can be used in your practicum.

u01s2 - Practicum Overview

The Practicum Overview document (link given in the resources) will provide an overview of the responsibilities for your practicum. Please share the information in this document with your site supervisor so that he or she understands the role.

Course Resources

Practicum Overview

u01s3 - Supervisor Evaluation

Your site supervisor will submit an evaluation of your progress during your practicum, using the Site Supervisor Evaluation Form, found in <u>CORE ELMS</u>. We encourage your supervisor to go over the evaluation with you before submitting it in CORE ELMS.

Talk with your site supervisor to ensure that s/he is comfortable in CORE ELMS and aware of what will need to be completed (and when) for the successful completion of your practicum. You are encouraged to review the form within CORE as well.

u01s4 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01s5 - Building Your Portfolio and Inviting Reviewers

In Unit 3, you will have a conference call with your instructor, which will focus on your practicum project plan. You will schedule the conference call in this unit. However, prior to the conference call, you must provide your instructor with access to your ePortfolio. E-mail your instructor the link to your ePortfolio no later than the end of Unit 2.

At this point, many of you have already uploaded documents into your Professional Showcase Portfolio. However, for those who have not done so, make time to upload documents into your portfolio prior to the conference call.

Course Resources

u01s6 - Reflection Journal and Activity Log

Throughout your practicum, you are asked to maintain a Reflection Journal and Activity Log on a weekly basis. Take some time to look over the Reflection Journal and Activity Log document (link given in the resources). This document also notes the expectations for your reflections and activity log. Grading will be based on how well you complete the following:

- Describe activities related to your practicum project. (You will receive more information on this in the Practicum Project Plan – Preparation activity in this unit).
- Reflect on challenges and progress in practicum activities.

Fill out the week's activities in the Reflection Journal and Activity Log by the end of the week.

Note: You are asked to turn in your up-to-date Reflection Journal and Activity Log in Units 4 and 10.

CORE ELMS Hours Tracking Tab

You will also be required to submit your practicum hours in the CORE ELMS system (for confirmation by your site supervisor).

The CORE ELMS system will allow you and your site supervisor to access a basic timelog. Submit your hours weekly. Your site supervisor should receive a notification when your hours are submitted in the system. While your site supervisor is welcome to confirm your hours each week, it is only required that they do so before the end of the quarter.

Refer to the CORE ELMS Learner Guide for detailed instructions on how to submit your internship hours in CORE ELMS. Additional information is provided in a subsequent study in this unit.

Course Resources

Reflection Journal and Activity Log [DOCX]

u01s7 - Practicum Project Plan - Preparation

The goal of your practicum is to showcase your mastery of the five outcomes of the Curriculum and Instruction specialization through the thoughtful and deliberate development of a practicum project. The outcomes of the Curriculum and Instruction specialization are as follows:

1. Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs.
2. Instruct, design, and assess learning.
3. Lead in curriculum and instruction.
4. Collaborate for the improvement of curriculum and instruction.
5. Evaluate and incorporate research to enrich practice and theory in curriculum.

Note: These are also the competencies for this practicum course.

To show your mastery of these outcomes, you must first plan your practicum project. You will draft your practicum project plan in Unit 2, submit your final plan in Unit 4, and then, when you have completed your project, you will submit a practicum project report in Unit 9.

Note: Remember that the draft of your practicum project plan must be complete before the conference call that is to be scheduled in Unit 3.

Your plan should include the following:

- Write objectives that are observable and measurable, and that align with each program outcome.
- Align tasks with these project objectives for each program outcome.
- Identify artifacts that are aligned with the project objectives for each program outcome.
- Describe how progress will be monitored for each program outcome.
- Include research and evaluation reports to support each program outcome.

Take time to go through the Practicum Project Plan document and the Practicum Project Plan Scoring Guide. This information will assist you in the design of your plan.

Course Resources

Practicum Project Plan [DOCX]

u01s8 - CORE ELMS Fieldwork Management System

Submitting Work to CORE ELMS Fieldwork Management System

Capella has partnered with CORE Higher Education Group to provide a cloud-based experiential learning management system (ELMS) to support learners during practicum. CORE ELMS provides a safe and secure repository to house forms and other coursework that require visibility and input from third parties (such as site supervisors).

While you will still be submitting course assignments to your instructor via the courseroom, you will be instructed in each related assignment about the specific materials that should be completed and submitted through CORE ELMS. After you complete the assignment and submit your work to CORE, you will be required to post a note to your instructor in the related assignment area, letting him or her know that you have completed the activity. Read your assignments carefully for directions and contact your instructor with any questions.

Read the CORE ELMS Navigation Guide for information on how to navigate CORE ELMS. For additional assistance, go to the

u01a1 - Preparing for the Conference Call in Unit 3

In the assignment area, request a conference call with your instructor to take place in Unit 3. Include the following pieces of information in your request:

1. Provide three possible days and time from which your instructor can choose based on schedule availability.
2. Identify your time zone.
3. Schedule the appointment for the *time zone in which you live* so your instructor can plan accordingly.

Your instructor will inform you on when the conference call will take place. Also remember to invite your instructor to review your portfolio. The directions for this can be found in the Building Your Portfolio and Inviting Reviewers activity in this unit.

u01d1 - Practicum Setting and Project

This discussion will require you to reflect on what you want to accomplish in your practicum.

Describe your practicum setting and what you are plans are for your practicum project. There may be colleagues in the course who have some experience that would be helpful to you. Include the following information:

1. City, state, and location of your practicum site.
2. Grade level or levels with which you are associated.
3. Your role, such as teacher, administrator, paraprofessional, and so on.
4. Demographics of your school (ethnic distribution, Title I, rural or urban or suburban, No Child Left Behind (NCLB) Act designation (needs improvement, excelling, or however your state labels schools, and so on).
5. Your tentative ideas for a practicum project.
6. The goals you hope to meet through this practicum, aside from getting through it.

Prior to submitting this post, read the Discussion Participation Scoring Guide. Unless otherwise specified, you are expected to follow these guidelines for each discussion in this course.

Response Guidelines

For this post, read everyone's post to get a sense of who might have similar interests as you and to see if anyone lives in your geographic area. After this, respond to two of your peers. Try to select one who has similar interests and one who has different interests.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 ›› Vision and Mission to Guide Curriculum Development

Introduction

A vision and mission statement should be a living document that provides a meaningful direction and an agreed-upon clarity of purpose for your school and district. The stakeholders in a school, including the faculty, staff, and community should be involved in crafting a vision and mission statement (Gabriel & Farmer, 2009).

In this unit, you will focus on the vision and mission statements of your school and determine whether this is a living document that drives the direction of your school and provides clarity of purpose, or one that is used by only a few.

Sometimes, schools only have a vision or a mission statement, not both. If your school only has one such document, then that is what you will focus on, and you will need to adjust the discussion to meet your needs.

Reference

Gabriel, J. G., & Farmer, P. C. (2009). *How to help your school thrive without breaking the bank*. Alexandria, VA: ASCD.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to read Guthrie's 2013 article, "Creating a Collaborative Vision in Two Years," from *School Administrator*, volume 70, issue 1, pages 14–15. This article focuses on the importance of collaboration within a vision and mission.

Use the Internet to read *Vision and Mission* from the *Center for School Change* Web site. This section talks about the importance of vision and mission for K–12 schools.

Reflection Journal and Activity Log

Remember to fill in this week's information in your Reflection Journal and Activity Log by the end of the week. The activities and reflections should be related to the development and implementation of your practicum project and practicum experience.

u02s2 - Conference Call - Preparation

If you have not already done so, complete the following by the end of this unit to prepare for the conference call with your instructor in Unit 3:

- Contact you instructor to schedule a conference call for next week to discuss your practicum project plan. (This should have been completed in the Unit 1 assignment).

- E-mail your instructor the link to your ePortfolio.
- Complete uploading documents in your portfolio.

u02s3 - Annotated Bibliographies Project - Preparation

There are five major program outcomes for the Curriculum and Instruction program. They are:

- Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs.
- Instruct, design, and assess learning.
- Lead in curriculum and instruction.
- Collaborate for the improvement of curriculum and instruction.
- Evaluate and incorporate research to enrich practice and theory in curriculum.

In this course, you are asked to develop an annotated bibliography for each of the program outcomes. In Unit 3, you will focus on the annotated bibliography for Program Outcome 1: Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs. You will complete an annotated bibliography for Program Outcome 2 in Unit 5; for Program Outcome 3 in Unit 6; for Program Outcome 4 in Unit 7; and for Program Outcome 5 in Unit 8.

Take some time to read your course project information and the Annotated Bibliographies Guide and FAQ document (link given in the resources). You will be graded separately on each annotated bibliography.

u02a1 - Practicum Project Plan Draft

Remember that your practicum project plan draft must be completed before the conference call in Unit 3.

The practicum project that you will complete in this course will demonstrate mastery of the five Curriculum and Instruction program outcomes. They are:

1. Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs.
2. Instruct, design, and assess learning.
3. Lead in curriculum and instruction.
4. Collaborate for the improvement of curriculum and instruction.
5. Evaluate and incorporate research to enrich practice and theory in curriculum.

Note: These are also the competencies for this practicum course.

In this unit, you are asked to complete the draft of your practicum project plan. The final plan will be submitted for grading in Unit 4.

Include the following in your plan:

- Write objectives that are observable and measurable, and that align with each program outcome.
- Align tasks with these project objectives for each program outcome.
- Identify artifacts that are aligned with the project objectives for each program outcome.
- Describe how progress will be monitored for each program outcome.
- Include research and evaluation reports to support each program outcome.

Go through the Practicum Project Plan document and the Practicum Project Plan Scoring Guide.

Note: This is not a graded assignment.

Practicum Project Plan [DOCX]

u02d1 - Vision Statement

In the article "Creating a Collaborative Vision in Two Years," Dr. Guthrie describes the process he used to develop a vision statement for the school. In this discussion, you are asked to share the vision and mission statement of your school or practicum site. Describe the process used to develop it. (If you do not know the process that was used, ask someone who does know). Compare the process Dr. Guthrie used and the guidelines provided by the *Center for School Change* with the process your school or practicum site used to develop the vision and mission. Describe the extent to which your vision and mission statements provide clarity for your school and guidance for curricular and instructional programs at your school or practicum site.

Response Guidelines

Read the posts of your peers and respond to two. Compare and contrast your vision and mission statement with those of your peers. Analyze and explain the similarities and differences in the statements and in the process used to create the statements. Comment on any additional items that you identified and thought were interesting.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 ➤➤ Common Core State Standards

Introduction

The Common Core State Standards (CCSS) were developed to provide a set of expectations that defines the knowledge and skills necessary for success in college and careers. The CCSS describe what students should master at the end of each grade level. These standards were developed by a wide variety of stakeholders, including teachers, administrators, and community leaders. These were designed to focus on core conceptual understandings and procedures starting in early grades.

Learning Activities

u03s1 - Studies

Readings

One initiative to improve education in the United States is the use of the CCSS. The Hunt Institute, which is focused on improving education in the United States, has created a video to introduce these standards and to explain how they are used to foster success in students. Watch the 2011 video *Common Core State Standards: A New Foundation for Student Success* from the Hunt Institute Web site. As you watch the video, think about how these standards are (or can) being used within your school.

For a transcript of this video, click Transcript.

Reflection Journal and Activity Log

Remember to fill in this week's information in your Reflection Journal and Activity Log by the end of the week. The activities and reflections should be related to the development and implementation of your practicum project and practicum experience. You will be submitting your up-to-date Reflection Journal and Activity log in the next unit.

u03a1 - Annotated Bibliography for Program Outcome 1

There are five major program outcomes for the Curriculum and Instruction specialization program. They are:

- Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs.
- Instruct, design, and assess learning.
- Lead in curriculum and instruction.
- Collaborate for the improvement of curriculum and instruction.
- Evaluate and incorporate research to enrich practice and theory in curriculum.

In this course, you are asked to develop an annotated bibliography for each of the program outcomes. This week, you will focus on the annotated bibliography for Program Outcome 1: Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs.

Take some time to read your course project information and the Annotated Bibliographies Guide and FAQ document (links given in the resources). In addition, read the Annotated Bibliography for Program Outcome 1 Scoring Guide before you begin working on this assignment. You will be graded separately on each annotated bibliography.

Apply current APA style to all the resources in your paper.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio for Program Outcome 1.

Course Resources

APA Style and Format

ePortfolio

Annotated Bibliographies Guide and FAQ

u03a2 - Conference Call Summary

Once you have had the conference call with your instructor, summarize the call by completing the Conference Call Summary document (link given in the resources) and submit it to this assignment.

Note: This is not a graded assignment.

Course Resources

Conference Call Summary [DOC]

u03d1 - Development of the Common Core State Standards

Think about what you learned in the video *Common Core State Standards: A New Foundation for Students Success* created by the Hunt Institute. On this Web site, there are additional vignettes on the CCSS. You may also find these vignettes and other information on the CCSS from the Hunt Institute useful as you complete this discussion.

Describe the process of how the CCSS are being integrated into your school or practicum site and comment on the opportunities and challenges of implementing these standards in terms of what is being taught, how it is being assessed, and the alignment of instructional materials. However, if your school or practicum site is not using the CCSS, describe how your curriculum was developed.

Response Guidelines

Read the posts of your peers and respond to two. In your response, comment on the similarities and differences of your and your peers' experiences related to the CCSS.

Unit 4 ›› Instructional Strategies

Introduction

The NCLB Act includes a requirement that teachers use scientifically researched instructional strategies. In the readings for this unit, Barak Rosenshine provides 10 instructional strategies that are based on three sources of research. While these 10 strategies are strongly research-based, this list obviously does not include all strategies—no list does. Robert Marzano (2000) provides another list of 10 research-based strategies and the Northwest Educational Technology Consortium provides yet another source of research-based strategies.

For this unit's discussion, you may choose an instructional strategy from the resources provided or you may provide your own, as long as it is research-based.

References

Marzano, R. (2000). *What works in a classroom instruction*. Alexandria, VA: ASCD.

Northwest Educational Technology Consortium. (2005). Retrieved from http://www.netc.org/

Learning Activities

u04s1 - Studies

Readings

Use the Internet to complete the following:

- Read Rosenshine's 2012 article, "Principles of Instruction: Research-Based Strategies That All Teachers Should Know," from *American Educator*, pages 12–19, 39. As you read through this article, think about how well you currently know the strategies identified or what you can do to become familiar with the strategies.
- Read the 2007 article "Understanding the No Child Left Behind Act: Scientifically Based Research" from *Learning Point Associates*. This article focuses on the intention of the NCLB Act of 2001.
- Read the article "What Is Scientifically Based Research? A Guide for Teachers" from *National Institute for Literacy*. As you read through this article, think about how scientifically based research can be, and is, used in your school.
- Browse "Focus on Effectiveness: Integrating Technology into Researched-Based Strategies" from the *Northwest Regional Educational Laboratory* Web site. This looks at various research-based strategies that can be used in the K–12 educational environment.
- Browse "Proven Methods: Scientifically Based Research" from the *U.S. Department of Education* Web site. This looks at the NCLB Act of 2001 in detail. Take some time to understand the act and how it has affected and is affecting P–12 education.

u04a1 - Practicum Project Plan

In Unit 2, you prepared a draft your practicum project plan. In Unit 3, you discussed this project plan with your instructor. In this unit, you are asked to complete your final plan and submit to the assignment area.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio in the Comprehensive Assessment category.

Course Resources

ePortfolio

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u04d1 - Scientifically Based Research Strategies

Based on the online resources you explored in this unit's studies, choose a scientifically based research strategy and describe how you have used it and what results you had. You may choose another scientifically based research strategy that was not in the online resources introduced in this unit.

Note: In your post, make sure you identify the grade level and content area in which the strategy was used.

Response Guidelines

Read the posts of your peers and respond to two. In your response:

- Evaluate the research strategy that your peer described.
  - What are your thoughts about this strategy?
  - What questions do you have about it?
- Explain whether your strategy and your peer's strategy relate in any way.

Course Resources

Graduate Discussion Participation Scoring Guide

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u04a2 - Reflection Journal and Activity Log

After you fill in the reflections and activities for this week, submit your up-to-date Reflection Journal and Activity Log to your instructor. Remember that the activities and reflections should be related to the development and implementation of your practicum project and practicum experience.

Read the Reflection Journal and Activity Log Scoring Guide prior to submitting to make sure you have met the expectations.

NOTE: This would be a good time to confirm with your site supervisor that your practicum hours will be approved within the CORE ELMS system in addition to your completion of this internship log, by the end of this course. Final confirmation of your internship hours within CORE ELMS is a requirement for the successful completion of your practicum at the end of ED5546.

Course Resources

Reflection Journal and Activity Log [DOCX]

Unit 5 ≫ Assessment Strategies

Introduction

The use of high-stake testing to hold teachers and schools accountable has become a major emphasis of U.S. federal education policy. Many states have adopted test-based accountability systems and many others are considering that practice.

In this unit, you will read a review of research on high-stake testing by Jonathan Supovitz and the American Educational Research Association. These sources will guide you in your responses to the discussion in this unit:

- What would you test?
- How would you test?
- Who would you test?
- How often would you test?
- What decisions would you make based on the test data?

Learning Activities

u05s1 - Studies

Readings

Use your _Teaching Leadership That Strengthens Professional Practice_ text to read Part I, "Teacher Leadership: Breaking New Ground," pages 3–60. This part of the text looks at topics such as what teacher leadership is, what teacher leaders do, and the culture of schools. Note that you will use this information in Unit 6.

Use the Internet to complete the following:

- Read the article "Position Statement on High-Staked Testing" from _American Educational Research Association_.
- Read Supovitz's 2010 article, "Is High-Stakes Testing Working?" from _@PennGSE: A Review of Research_. This article looks at accountability and validity of testing. It focuses on the needs, desires, and theories of why testing is used in the educational system.

Reflection Journal and Activity Log

Remember to fill in this week's information in your Reflection Journal and Activity Log by the end of the week. Remember that the activities and reflections should be related to the development and implementation of your practicum project and practicum experience. You will submit your Reflection Journal and Activity Log to your instructor again in Unit 7.

u05a1 - Annotated Bibliography for Program Outcome 2

This week, you will focus on the annotated bibliography for Program Outcome 2: Instruct, design, and assess learning.

Take some time to read your course project information and the Annotated Bibliographies Guide and FAQ (links given in the resources). In addition, read the Annotated Bibliography for Program Outcome 2 Scoring Guide before you begin working on this assignment. You will be graded separately on each annotated bibliography.

Apply current APA style to all the resources in your paper.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio for Program Outcome 2.

Course Resources

APA Style and Format

ePortfolio

Annotated Bibliographies Guide and FAQ

u05d1 - Designing a Valuable and Reliable Assessment.

This unit focused primarily on testing, validity of testing, and the reliability of testing. In this discussion, you are asked to use that knowledge.

Describe how you would design a valid and reliable assessment to measure student achievement that reflects the cautions contained in the American Educational Research Association's position statement. Include the following:

- What would you test?
- How would you test?
- Who would you test?
- How often would you test?
- What decisions would you make based on the test data?

Response Guidelines

Read the posts of your peers and respond to two. Compare and contrast your assessment with those of your peers:

- What are the similarities and differences?
- What do you like best about your peer's design?
- What are your suggestions for your peer about improving his or her design?
- Would you make any changes to your design, after reviewing the designs of others? If so, what would it be?
- What additional comments, ideas, or questions do you have for your peer?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 ›› Leadership

Introduction

According to Charlotte Danielson (2006), "Because of its informal and voluntary nature, teacher leadership represents the highest level of professionalism." Teachers exhibit leadership outside of being assigned to leadership positions. In Parts I and II of the *Teaching Leadership That Strengthens Professional Practice* text, Danielson provides us with an in-depth discussion of teacher leadership.

In this unit, you will have the opportunity to reflect on your level of teacher leadership and how that is promoted in your school.

Reference

Danielson, C. (2006). *Teaching leadership that strengthens professional practice*. Alexandria, VA: ASCD.

Learning Activities

u06s1 - Studies

Readings

Use your *Teaching Leadership That Strengthens Professional Practice* text to read Part II, "How Teacher Leadership Is Demonstrated," pages 61–103. In this section of the text, you will look at school policy and programs, aspects in teaching and learning, community relations, and requirements and guidelines for general communication.

Reflection Journal and Activity Log

Remember to fill in this week's information in your Reflection Journal and Activity Log by the end of the week. Remember that the activities and reflections should be related to the development and implementation of your practicum project and practicum experience. You will submit your Reflection Journal and Activity Log to your instructor in Unit 7.

u06a1 - Annotated Bibliography for Program Outcome 3

This week, you will focus on the annotated bibliography for Program Outcome 3: Lead in curriculum and instruction.

Take some time to read your course project information and the Annotated Bibliographies Guide and FAQ document. In addition, read the Annotated Bibliography for Program Outcome 3 Scoring Guide before you begin working on this assignment. You will be graded separately on each annotated bibliography.

Apply current APA style to all the resources in your paper.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio for Program Outcome 3.

Course Resources

APA Style and Format

ePortfolio

Annotated Bibliographies Guide and FAQ

u06d1 - Teacher Leadership

For this discussion, answer either Question 1 or Question 2. Make sure you note which question you are responding to in the title of your post:

Question 1

Based on what you read in Part I of your text (in Unit 5), reflect on your own level of teacher leadership and post a discussion with the following points in mind:

1. What are some of the issues in your setting that might present obstacles to enabling teacher leadership to emerge?
2. How have you been able exhibit leadership in your site based on the framework of leadership?

Question 2

In Chapter 5 (in Part II of your text), Danielson addresses teacher leadership in terms of school-wide policies and programs. Examine leadership roles that you have had, providing leadership in at least one of the following areas:

- School organization and structure.
- Student policies.
- Student programs and activities.
- Staff programs.

Describe what you did to provide leadership in the area you choose and the impact it had.

Response Guidelines

Read the posts of your peers on both questions. Respond to at least one peer for each question.

For Question 1, include the following in your response:

- How would you compare and contrast the issues in your peer's school setting with your own?
- Do you find that you and your peers share the same obstacles in relation to emerging teacher leadership? Explain.
- What suggestions, questions, or comments do you have for your peer?

For Question 2, include the following in your response:

- What are your thoughts as it relates to the leadership your peer provided?
- What suggestions, questions, or comments do you have for your peer?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 ❯❯ Collaboration in Professional Learning Communities

Introduction

According to Sparks (2005), "Well-implemented professional learning communities are a powerful means of seamlessly blending teaching and professional learning in ways that produce complex, intelligent behavior in all teachers" (p. 156).

Based on your experience, you may or may not agree with what Sparks has to say. Some professional learning communities are very effective and some are not. In this unit, you will explore the concept of professional learning communities in terms of what makes them effective and what prevents them from maximizing their potential.

References

Sparks, D. (2005). *Leading for transformation in teaching, learning, and relationships in schools*. Thousand Oaks, CA: Corwin Press.

Learning Activities

u07s1 - Studies

Readings

Use your _Teaching Leadership That Strengthens Professional Practice_ text to read Chapter 9, "The Skills of Teacher Leadership," pages 133–146. As you read through this chapter, pay close attention to the importance in collaboration skills, facilitation skills, and planning skills.

Research

The Capella library is a good place to begin your research for this unit's discussion. Locate information about professional learning communities. One of the rationales for establishing such communities is to facilitate collaboration among educators. Do a search for learning communities and see what you can find related to the factors that create an effective learning community and the barriers to this.

u07a1 - Annotated Bibliography for Program Outcome 4

This week, you will focus on the annotated bibliography for Program Outcome 4: Collaborate for the improvement of curriculum and instruction.

Take some time to read your course project information and the Annotated Bibliographies Guide and FAQ document. In addition, read the Annotated Bibliography for Program Outcome 4 Scoring Guide before you begin working on this assignment. You will be graded separately on each annotated bibliography.

Apply current APA style to all the resources in your paper.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio for Program Outcome 4.

u07d1 - Professional Learning Communities

In this unit, you researched information about professional learning communities. For this discussion, describe what you learned about these communities.

- What are the characteristics of an effective learning community?
- What are the barriers to the effective implementation of professional learning communities?
- How would you describe an issue that a professional learning community could effectively tackle?

Include citations as appropriate.

Response Guidelines

Read the posts of your peers and respond to two. Compare and contrast your learnings about professional learning communities with those of your peer. In your response, include the following:

- How would you explain the similarities and differences in your and your peer's learnings about professional learning communities?
- Do you agree with your peer about the various barriers to effective implementation of these communities? Explain.
- What additional comments, questions, or ideas do you have as they relate to the posts of your peers and to professional learning communities in general?

u07a2 - Reflection Journal and Activity Log

After you fill in the reflections and activities for this week, submit your up-to-date Reflection Journal and Activity Log to your instructor. Remember that the activities and reflections should be related to the development and implementation of your practicum project and practicum experience.

Read the Reflection Journal and Activity Log Scoring Guide prior to submitting to make sure you have met the expectations for this assignment.

Unit 8 ❯❯ Research and Evaluation

Introduction

Educators regularly examine their practice by experimenting with different strategies to improve teaching practices and student achievement. Teachers create changes by identifying problems, and then reorganizing their classroom, creating new activities, adopting instructional materials, modifying the

curriculum, and emphasizing different interpersonal skills, and more. Many teachers engage in action research in their classroom by asking questions about how to change the learning environment in some way. Sometimes, the questions they ask relate to the whole class; sometimes, they focus on a group of students; and sometimes, they focus on a single student. For example, teachers might ask questions about using graphic organizers to improve comprehension of a social studies lesson, such as "Does using graphic organizers increase the understanding of the cause and effect of conflict in a particular time period?"

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read Ross-Fisher's 2008 article, "Action Research to Improve Teaching and Learning," from *Kappa Delta Pi Record*, volume 44, issue 4, pages 160–164. As you read this article, think about how action research is, and can be, used in your school setting. Also think about the issues you have had in your school setting that could possibly be understood through action research. You will find the information in this article useful as you complete the discussion in this unit.

Reflection Journal and Activity Log

Remember to fill in this week's information in your Reflection Journal and Activity Log by the end of the week. Remember that the activities and reflections should be related to the development and implementation of your practicum project and practicum experience. You will submit your Reflection Journal and Activity Log to your instructor again in Unit 10.

u08a1 - Annotated Bibliography for Program Outcome 5

This week, you will focus on the annotated bibliography for Program Outcome 5: Evaluate and incorporate research to enrich practice and theory in curriculum.

Take some time to read your course project information and the Annotated Bibliographies Guide and FAQ document. In addition, read the Annotated Bibliography for Program Outcome 5 Scoring Guide before you begin working on this assignment. You will be graded separately on each annotated bibliography.

Apply current APA style to all the resources in your paper.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio for Program Outcome 5.

Course Resources

APA Style and Format

ePortfolio

Annotated Bibliographies Guide and FAQ

u08d1 - Action Research

Action research is a practical approach for addressing everyday problems in the area of curriculum and instruction. Ross-Fisher's article "Action Research to Improve Teaching and Learning" takes you through the action research process. For this discussion, describe an issue in your setting related to curriculum and instruction. Include the following two elements in your response:

1. Identify an end result, the action research questions you would ask, and at least one way you feel the question could be answered.
2. Identify one source that has also addressed the issue you have identified.

Response Guidelines

Read the post of your peers and respond to two. Compare your post with your peers. In your response, remark on interesting points, possible confusions, ideas, comments, and questions that pertain to action research.

Unit 9 ❯❯ Issues in Curriculum and Instruction

Introduction

There are many issues that confront educators in the area of curriculum and instruction, ranging from implementing the CCSS to closing the achievement gaps among subsets of students and a plethora of others.

In this unit, you will identify an issue and find resources that suggest ways to address it. You might start out with an issue related to curriculum and instruction that you have confronted in your setting.

Learning Activities

u09s1 - Studies

Research

In this unit, you will look at current issues in curriculum and instruction. Use the Capella library to find literature about current issues and how these issues are being researched and resolved. This information will be useful when completing the discussion in this unit.

Reflection Journal and Activity Log

Remember to fill in this week's information in your Reflection Journal and Activity Log by the end of the week. Remember that the activities and reflections should be related to the development and implementation of your practicum project and practicum experience. You will submit your final Reflection Journal and Activity Log to your instructor next week.

u09a1 - Practicum Project Report

For this assignment, you will complete a report of your practicum project and submit it to your instructor. The Practicum Project Report document will explain the steps to be taken to complete this activity. Use the Practicum Project Report Scoring Guide and the Practicum Overview and Practicum Project Report documents to make sure you meet all of the requirements for this assignment.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio in the Comprehensive Assessment category.

u09a2 - Site Supervisor Evaluation

You are nearing the end of your practicum. Your site supervisor will assess your performance thus far in the practicum. For the successful completion of this assignment, communicate with your site supervisor to ensure that she or he has completed the Site Supervisor Evaluation in CORE ELMS.

Once the evaluation form has been completed by your site supervisor, you must submit this assignment within the courseroom by writing the statement, "My site supervisor has completed my Site Supervisor Evaluation, and it is ready for your review."

Note: This is not a graded assignment.

Course Resources

Site Supervisor Evaluation [DOC]

CORE ELMS

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u09d1 - Issues in Curriculum and Instruction

There are many issues that confront us in the area of curriculum and instruction. In this unit's studies, you were asked to use the Capella library to find literature on issues that is currently plaguing curriculum and instruction. In this discussion, select one current issue and answer the following questions:

- What is the issue?
- What is its relevance to your setting?
- What suggestions were made to resolve the issue?
- To what extent do you think those suggestions for improvement work in your setting?

Response Guidelines

Read the posts of your peers. Select two different issues identified in the posts, and respond to them. Consider the following in your response:

- How would you explain you interest in the issue your peer identified?
- Is this issue currently in your school setting? Explain what it is and how it is affecting the school setting.
- What solutions have you used in your school setting to resolve this issue? Or what solutions do you suggest to resolve it?
- What additional questions, comments, and ideas do you have about the current issues in curriculum and instruction?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 ▶▶ Wrap-Up and Reflection

Introduction

This unit represents the pinnacle of your practicum experience and the culmination of the master's degree in Curriculum and Instruction. You may think that you are done but actually this is only the beginning. There is a lot of work to be done in curriculum and instruction. The Capella faculty and staff have high expectations for our graduates. We know you will make a meaningful difference in the academic achievement and personal growth of P–12 students.

Learning Activities

u10a1 - Professional Showcase Portfolio

Finish adding documents and artifacts to your portfolio.

When you are done, paste the link to your ePortfolio in the **WRITE SUBMISSION** text box in the assignment submission area. Look at the Professional Showcase Portfolio Scoring Guide to make sure you have met all of the expectations for this assignment.

Course Resources

ePortfolio

u10a2 - Reflection Journal and Activity Log

After you fill in the reflections and activities for this week, submit your completed Reflection Journal and Activity Log to your instructor. Remember that the activities and reflections should be related to the development and implementation of your practicum project and practicum experience.

Read the Reflection Journal and Activity Log Scoring Guide prior to submitting to make sure you have met the expectations for this assignment.

NOTE: You should confirm now with your site supervisor that your practicum hours have been approved within the CORE ELMS system in addition to your completion of this practicum log. Final confirmation of your practicum hours within CORE ELMS is a requirement for the successful completion of your practicum at the end of ED5546.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio in the Introduction and Overview category.

Course Resources

ePortfolio

u10a3 - Site Supervisor Evaluation

You are nearing the end of your practicum. For the successful completion of this assignment and your practicum, communicate with your site supervisor to ensure that she or he has completed the Site Supervisor Evaluation in CORE ELMS. Once the evaluation form has been completed by your site supervisor, you must submit this assignment within the courseroom by writing the statement, "My site supervisor has completed my Site Supervisor Evaluation, and it is ready for your review."

Course Resources

CORE ELMS

u10a4 - Final Documentation of Supervised Fieldwork

The information required to document your Practicum fieldwork experience to Capella University is provided in the Final Documentation of Supervised Fieldwork form. The document is located in CORE ELMS and will need to be completed within CORE ELMS. If you have questions regarding the completion of this form, please direct them to the SOE Clinical Experience e-mail address: soeclinicalexperience@capella.edu.

In order to receive a grade for this assignment in the courseroom, submit a statement indicating that you have completed the Final Documentation of Supervised Fieldwork form in CORE ELMS, and then submit this assignment.

Course Resources

CORE ELMS

u10a5 - Professional Dispositions Instructor Assessment

It is important for you, as an educator, to receive instructor feedback about your demonstration of the Capella University Educator Preparation Provider (EPP) Dispositions. Your practicum instructor will rate each professional disposition, specifically aligned to your practicum experiences, by selecting the most appropriate rubric descriptor.

Distinguished:

- Always exceeds expectations.
- Demonstrates exemplary dispositions.

Proficient:

- Consistently meets expectations.
- Demonstrates satisfactory dispositions.

Basic:

- Minimally meets expectations.
- Ability is approaching but does not reach satisfactory level; further development is needed.

Non-Performance:

- Does not meet expectations.
- Demonstrates unsatisfactory dispositions; further development is needed.

Submit a statement in this assignment area, indicating that your completed Professional Dispositions Learner Self-Assessment rubric is in CORE ELMS and ready for your instructor to review.

Course Resources

CORE ELMS

u10a6 - Professional Dispositions Supervisor Assessment

It is important for you to receive feedback from your site supervisor about your demonstration of the Capella University Educator Preparation Provider (EPP) Dispositions. Your site supervisor has rated each professional disposition, specifically aligned to your practicum experiences, by selecting the most appropriate rubric descriptor. The descriptor levels used to assess your professional dispositions are the same for the instructor, your site supervisor, and yourself.

Submit a note in the assignment area when your site supervisor has completed your Professional Dispositions Assessment in CORE ELMS, so your instructor may transfer your site supervisor's ratings into the scoring rubric.

Course Resources

CORE ELMS

u10d1 - Course Reflection

This discussion is based on your experience in implementing your practicum project plan and organizing your Professional Showcase Portfolio.

Describe a challenge, a success, and an "Aha" moment you experienced during this practicum that would not have occurred had you not completed your practicum. (Note that an "Aha" moment is that moment that provides a surprising impact that you might not have experienced had you not been enrolled in the practicum experience.)

Response Guidelines

Though responses are encouraged, they are not required.

Course Resources

Graduate Discussion Participation Scoring Guide