THE SCHOOL OF EDUCATION’S MISSION STATEMENT

Educators prepared in the graduate school at USCS are well versed in the liberal arts and applicable content areas, the latest developments in curriculum and instruction, and the research-based, sociocultural, and philosophical foundations of education. They understand and respect cultural diversity, welcome diversity of opinion and belief, and place the welfare of their students first. As reflective professional, they are leaders among their colleagues and are committed to service ideal which is built upon the highest standards and ethical principles.

SEDL 717: CURRICULUM PROBLEMS IN THE ELEMENTARY SCHOOL

Charles Love, Ed.D. - Instructor
Office - Rm. 108 Media - Office Phone. 503-5577
E-Mail -- clove@gw.uscs.edu
Office Hours - 8 to 5 Daily by appointment

COURSE CREDIT: 3 Semester Hours

PREREQUISITES: SEDL 715 or Adviser's Permission

INITIAL TEXT:

SUPPLEMENTAL TEXT

PROFESSIONAL JOURNALS:
**COURSE DESCRIPTION:**
The primary purpose of this course is to assist teachers and others to become participating leaders in educational and other community settings. The course includes general information related to the elementary school curriculum. This includes current events, trends, opinions and issues related to the elementary school curriculum. The graduate student will carefully examine persistent problems of elementary schools (grouping, promotions, etc.) and explore possible solutions. The course considers the research of leading theorists and the application of their data into effective elementary level practice concerning the needs of the elementary school child and the needs of society focusing on the teacher as a "consumer" of research. This course seeks to assist teachers to become knowledgeable and innovative educational leaders.

**RELATIONSHIP OF COURSE TO DEPARTMENTAL MISSION:**
This course is required in the core curriculum of School of Education Masters Degree in Elementary Education. A common thread throughout the School of Education Graduate Programs is that effective educators are professionals. This formal study of curriculum issues in the elementary school provides an overview of critical issues affecting schools. Opportunities are provided for students to understand, demonstrate and apply concepts, principles, theories, and information related to the elementary school curriculum.

**RELATIONSHIP OF COURSE TO PERFORMANCE OUTCOMES OF PROGRAM TO CONCEPTUAL FRAMEWORK:**
The School of Education’s Division of Graduate Education has chosen the organizing theme "Teacher as Reflective Professional" to be the conceptual framework for the professional experiences in this program. The Graduate education program at USCS incorporates the view of education as an ongoing effort that is never completed. Educators who are committed to growing and developing professionally must invest energy in staying informed and increasing and reflecting on their skills. This course encourages teachers to become innovative practitioners, reflective professionals and leaders in their schools and communities, at the local, state, and national levels in education. The graduate program focuses on the following conceptual framework principles.

A. **Reflective Professional:** Educators will add depth and breadth to their existing knowledge base. They are well versed in the liberal arts and applicable content.
B. **Professional Knowledge and Application:** Educators will practice and improve their professional skills based on the application of advanced educational theories.

C. **Sensitivity to Diversity Within the Classroom, Community, and Society:** Educators will develop skills for positively impacting society's understanding and acceptance of all individuals by modeling respect for individual differences.

D. **Technology:** Educators will build upon their basic knowledge of computer systems to integrate its use throughout the school curriculum.

**GOALS:**

1. The student will become familiar with and skillful in the analysis of curriculum problems in the elementary school.

2. Students will gain a deeper understanding and appreciation for the contexts of elementary curricula and the complexity of the underlying issues that bring educators into conflict.

**PERFORMANCE OBJECTIVES:**

The specific conceptual framework principles addressed in this class are noted in parenthesis following the stated performance objective.

The Professional Educator as a Reflective Teacher and Leader will be able to:

1. Identify persistent problems/ issues affecting the elementary school curriculum at the local, state, national and international level.

2. Demonstrate knowledge of literature and research pertaining to elementary curriculum problems and issues.

3. Identify prominent personalities in education and their specific influences on curriculum problems and issues in elementary education.

4. Distinguish between internal demands and influences placed upon the elementary school curriculum and by whom they are made.

5. Demonstrate knowledge of changes in elementary school curriculum associated with local, national and world demands and influence.

6. Identify alternative proposals for the future of elementary curriculum in light of identified problems.
7. Exhibit knowledge of diversity and other special needs as a result of readings and discussion.

8. Demonstrate skills with issue analysis and a systematic approach to problem solving.
   a. define the problem and make manageable
   b. examine and classify data
   c. seek relationships; draw logical inferences
   d. develop a tentative hypothesis
   e. test the hypothesis by collecting and interpreting evidence;

9. Build confidence and platform skills as a result of oral presentations.

10. Investigate technology’s implication for and impact on curriculum problems in today’s elementary schools.

**USE OF TECHNOLOGIES AND COMPUTER APPLICATIONS:**
1. Students will identify a topic of interest related to the elementary school curriculum to research via a variety of electronic medium (i.e., websites, ERIC Search, etc.

2. Students will subscribe to at least one Listserv related to leadership topic of interest. Engage in dialogues on this topic to see how other professionals nationally perceive your interest and are able to offer assistance.

3. Students will maintain a dialogue journal and correspond with the instructor via e-mail with.

4. PowerPoint instructional and student presentations will be conducted.

5. Students will develop and share a resource list of web sites related to school leadership change.

**COURSE REQUIREMENTS:**
Each student is expected to:

1. Own and read the required textbook.
2. Attend all class meetings beginning promptly at 4:30 p.m.
3. Fully participate in all class activities, lectures, demonstrations, debates, simulations, assignments, exams, quizzes and projects.
4. Hand in all assignments and special projects on the scheduled due date. All work received after the due date will be marked late and will adversely affect the grade.
5. Tardiness, early departures, and absences will adversely affect your grade in this course.

COURSE ACTIVITIES AND SPECIAL ASSIGNMENT DESCRIPTIONS:

CONCEPT/IDEA PAPER:
The concept/idea paper is a document to be submitted in preparation for a research project on school leadership and change. You will receive assistance with this paper from the instructor and your colleagues in this class and on the Internet. The paper is to describe a bold idea related to elementary school curriculum, leadership and change that you have that may be implemented in your work environment.

TOPICAL ANNOTATED BIBLIOGRAPHY:
Prepare an annotated bibliography on at least 5 issues addressed in class with a minimum of 10 sources per issue.

SIMULATIONS:
Prepare a simulation of a problem/situation you as an educator have experienced during your career. You may also use situations shared with you. Your should: a) Identify the problem(s), b) Characters (change name to protect the guilty), c) Steps taken to solve the problem(s), d) What policies, rules, laws or regulations were cited to assist in the solution? E) After reflection, would you do it differently? Why? How?

POSITION PAPER/DEBATES:
Students will select an educational issue or choose one from the list of topics given in class. Prepare a persuasive paper in favor of or in opposition to the selected topic. You should cite at least three outside research sources as support for your position. Prepare to debate your topic with a classmate who is in opposition to the topic. The debate format will be as follows: 1. Pro states position. 2. Con states position. 3. Pro rebuts. 4. Con rebuts. 5. Winners and losers will be determined by secret class ballot.

SCHOOL VISION STATEMENT:
Each student will prepare a vision that a principal or educational leader should have for an ideal school or educational organization. The vision will consider the operation of the school or organization. It will include staff, programs, facilities, and budget. It will depict inservice for
JOURNAL CRITIQUES:
Prepare and present three (3) critiques from current literature (no earlier than 1990) on various elementary school issues, problems, school reform and change. The critique reporting format will be discussed in class.

POLICY ASSIGNMENT:
Review the policy manual in your district. Describe the policy development process. Select 3 policies and summarize.

MID-TERM AND FINAL EXAMINATION

EVALUATION:
Grades will be determined by the following scale:

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<th>ACTIVITY</th>
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<tr>
<td>Concept/ Idea Paper</td>
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<td>Position Paper/ Debate</td>
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<td>Simulations</td>
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<td>School Vision Statement</td>
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<td>Journal Critiques</td>
<td>20%</td>
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<td>Policy Assignment</td>
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<td>Attendance/ Class Participation</td>
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<tr>
<td>Examinations</td>
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BIBLIOGRAPHY

Alexander, Law of Schools, Students and Teachers in a Nutshell. West Publishing Co. 1984


Bracey, Gerald Tinkering with TIMSS, Kappan, Sept. 98, pp. 32-36.

Cobb, Paul Where Is the Mind? Constructivist and Sociocultural Perspectives on Mathematical Development, Educational

Cohen & Lotan Producing Equal-Status Interaction in the Heterogeneous Classroom, American Educational Research


Driver, Rosalind et al. Constructing Scientific Knowledge in the Classroom, Educational Researcher, October 94, pp. 5-12.

Feldhusen, John Programs for the Gifted Few Or Talent Development for the Many?, Kappan, June 98, pp. 735-738.


Goldberg, Mark The National Writing Project-It's About the Intellectual Integrity of Teachers, Kappan, Jan. 98, pp. 394-396.

Jervis & McDonald Standards: The Philosophical Monster in the Classroom, Kappan, April 96, pp. 563-569.


King, Alison Guiding Knowledge Construction in the Classroom: Effects of Teaching Children How to Question and How


Mathematics, Kappan, Nov. 98, pp. 185-194.

McLesdey & Waldron Responses to Questions Teachers & Administrators Frequently Ask About Inclusive School

Noddings, Nell Thinking About Standards, Kappan, Nov. 97, pp. 184-189.

Pallrand, George The Relationship of Assessment to Knowledge Development in Science Education, Kappan, Dec. 96, pp. 315-318.


Reigeluth, Charles Educational Standards: To Standardize or Customize Learning, Kappan, Nov.97, pp. 202-206.

Smith, Mary Ann The National Writing Project After 22 Years, Kappan, June 96, pp. 689-691.

Stevens & Slavin The Cooperative Elementary School: Effects On Students' Achievement, Attitudes, and Social Relations.

Stevenson, Harold A Study of Three Cultures: Germany, Japan, and the United States-An Overview of the TIMSS Case
TOPICS AND ASSIGNMENT OUTLINE

WEEK 1  Orientation/Introduction to course and Elementary School Curriculum Perspectives, Defining Leadership. Teachers as Leaders, Etc.

LECTURE/DISCUSSION TOPICS:
Personal Change and Covey’s 7 Habits of Highly Effective People
Paradigm and Paradigm Shifting
Visioning
Conduct Class Poll on Attitudes Toward Education
Phi Delta Kappan’s 30th Annual Poll on Public Attitude Toward Education

WEEK 2  LECTURE/DISCUSSION TOPICS:
Politics in Education and the Curriculum
School Reform Issues, Restructuring and the Curriculum
Student Article Critique Presentations
Phi Delta Kappan’s 8th Annual Poll on Teacher’s Attitude Toward Education

WEEK 3  LECTURE/DISCUSSION TOPICS:
Teacher Quality and Responsibility
Standards, Accountability and Assessment
Journal Article Critique
Equal Access to Excellence

WEEK 4  LECTURE/DISCUSSION TOPICS:
Concept/Idea Paper Due
Systemic Changes
Communication and Problems
Legal Aspects of Education(special edu., discipline, sexual harassment, dress code, tort liability
Challenges of Leadership

WEEK 5  LECTURE/DISCUSSION TOPICS
Educational Policy and the Curriculum
External Environments of Schools impacting the Curriculum
Violence in the Schools and the Curriculum
WEEK 6  LECTURE/DISCUSSION TOPICS:
Power and Authority
Class Debates
The role of the federal, state and local government
Critiques

WEEK 7  LECTURE/DISCUSSION TOPICS:
Policy Assignment Due
Journal Article Critiques
Leadership and Change in Curriculum Development

WEEK 8  MIDTERM EXAMINATION

WEEK 9  LECTURE/DISCUSSION TOPICS:
Critical Questions in Curriculum
What does the Research Say?
Curriculum Best Practices

WEEK 10  Annotated Bibliography Due
Commercialism in schools,
Bilingual education,
School funding

WEEK 11  Vision Statement Due
Charters and vouchers and the Curriculum
Public and Private Education

COURSE CULMINATION
FINAL EXAMINATION