Master in Teaching Program: 2009-11
"Thinking Globally, Teaching Locally: Educating for Active Citizenship"

Curriculum Design Project
Spring 2010

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Curriculum Design Project: An Overview
Spring Quarter 2010

Purpose
        The curriculum design project provides teacher candidates with an opportunity to develop planning, assessment, and implementation skills that are necessary in developing a thematic and interdisciplinary curriculum unit of a two-week duration.

Introduction
        You have been assigned to a small group of program colleagues in one of your endorsement areas to complete a comprehensive curriculum design project. Your group will identity a specific grade level for which your curriculum is being planned. Your group will present an overview of your project and team-teach one aspect from the project to the one-third of the program during Week 10. Groups will sign-up for presentation times during Week 9. As you work on your project, your team needs to reflect on how your own group processes correspond with Cohen's *Designing Groupwork* as well as other resources/perspectives that you have gained this year in regards to collaboration and collegiality.

        This project gives you an opportunity to design and structure a curriculum that guides teaching. In order to realize scope and sequence of concept development in a reasonable time span, your unit must cover 10 days, i.e., ten 40-50 minute instructional periods. In school jargon your curriculum might be called a "unit plan." The curriculum is to be conceptually based around a theme and draw on program material from this academic year.

        In the initial stage of your planning your team will need to consider what your goals or targets are for this curriculum project. What is it that you want students to know and be able to do? To help you in this critically aspect of the curriculum design process, you will need to consult Stiggins et al. and Wiggins & McTighe.

        In curriculum planning it is preferable to think about assessment in tandem with curriculum design so that your evaluation of your students is congruent with the learning opportunities you actually provide students. As counter-intuitive as it may seem, it is important early in your planning to determine what your summative evaluation will be. Using this planning approach can help your group develop realistic learning goals and student learning activities.

        In her book *Brain Matters*, Patricia Wolfe (2001) explains that

        educators have tried to integrate various aspects of the curriculum into more meaningful units…. [I]n many instances the thematic units…have been designed with no apparent underlying concepts in mind. It is often difficult to determine why the theme was chosen, let alone answer questions concerning the relevance or application what teachers are teaching. (pp. 132-133)

Therefore, it is critical that you distinguish the underlying concept(s) that you are attempting to teach from the theme and subsequent activities of your unit plan.

    Special note to students with Elementary Education endorsement: Any MIT student with an elementary education endorsement must plan a curriculum *at one grade level* in the range of *grades 2-5*.

Evaluation

    A "Curriculum Design Project Criteria Check-List" that accompanies this document lists expectations for evaluation. The following information is an overview of some of the key points from that list.

    The planning expectation for your group curriculum design project should meet at a minimum the "developing teacher" rubric assessment for "Domain 1: Planning and Preparation" from the *Student Teaching Handbook*. A lesson plan is required for each day's lesson. You will need to follow the "Minimum Lesson Plan Components." A lesson plan template is provided and will be posted on "elm" for use. The lesson plans will be assessed in accordance with Domain 1.

    The curriculum plan must include key concepts, lesson goals, and appropriate state content standards. The curriculum should have an interdisciplinary focus and include a multicultural & global approach that strives to be transformative. The curriculum should be developmentally appropriate, student-centered, and engaging. Pay close attention to Domains 2 & 3 in order to make sure that your plan takes into account program expectations. In particular, the 6 elements for "Component 3c: Engaging Students in Learning" from "Domain 3" provide a useful rubric for both planning and instruction.

    The curriculum should describe how computer technology is used to enhance instruction. Your plan will have a bibliography listing subject-matter sources related to your endorsement area that you consulted for the content of your project. Talk to your teachers in your current school field assignment for books and ideas. Community assets should also be considered a subject-matter resource.

    At a minimum each project must create three assessment tools: (a) a rubric, (b) selected response, and (c) one other of your choice from Stiggins et al. Each assessment must be accompanied by a scoring criteria explanation. Remember that assessment is *formative* as well as summative.

Presentation

    During Week 10 on either Monday or Wednesday, you will teach one lesson to one-third of the program. The aspect of your curriculum that you choose to teach to the program should be the equivalent of one class period, i.e., minimum/maximum 40/50 minutes. Each team should also plan to have a 5 minute introduction/overview of the curriculum that includes an explanation of how the aspect being taught to the program fits within the entire curriculum unit. For your presentation you will need to prepare

and distribute a lesson plan to entire program based on "Minimum Lesson Plan Components" (make 15 copies).

We anticipate that you will "rehearse" your presentation with your team. You need to evaluate the effectiveness of your presentation preparation by referencing the assessment rubric for "Domain 3: Instruction" from the *Student Teaching Handbook*.

Curriculum Design Project Criteria Check-List

Curriculum plan shows evidence that it:

_____ is thematic and conceptually-based and organized according to "Understanding by Design"

_____ follows "Domain 1: Planning and Preparation."

_____ has a written daily lesson plan for each lesson in your thematic curriculum "unit."

_____ follows assessment & classroom expectations from Domain 2 & 3 in order to show evidence of preparation for teaching.

_____ is interdisciplinary.

_____ builds in accommodations for English language learners.

_____ is transformative in its multicultural and global approach.

_____ identifies all appropriate state standard expectations.

_____ is developmentally appropriate based on a pre-assessment of students at a practicum site.

_____ is student-centered and engaging and identifies specific instructional approaches from Cohen, Arends, Brooks & Brooks and appropriate information from your instructional strategies strand(s).

_____ incorporates computer technology in at least one lesson that enhances instruction and is specific to the subject matter taught.

_____ is based on a search of subject-matter sources that correspond with your endorsement area and the appropriate state standards; these include a review of curriculum resources in-print, on-line, *and* in the community and ideas/sources from experienced teachers (bibliography included with asterisks [*] next to sources that you actually use).

_____ includes specific lesson strategies that attend to student literacy (see Winter quarter literacy texts) based on structured interviews with students in a practicum site.

_____ has an assessment plan based on Stiggins et al. text that includes (a) a rubric, (b) selected responses, and (c) one other of your choice.

_____ has a scoring criterion explanation/rationale that accompanies each assessment.

_____ *is making appropriate progress & being accountable **by Week 7** to all the above criteria in a written "progress report" to your advising faculty.*

_____ has a lesson plan for presentation to distribute to the whole program.

_____is posted on a faculty-designated site on "elm" that includes links to resources that can support your lessons.

_____includes a reflection about the group processes that corresponds with your professional knowledge about collaboration and collegiality.

Curriculum Design Project Work Plan: Spring 2010

A limited amount of program time is set aside to work on your "Curriculum Design Project." *Additional individual time and **weekly** group meeting times outside of program time will be necessary in order to complete all expectations for this assignment by Week 9.*

Your group will need to complete this work plan form and make 1 copy to give to your faculty advising and assessing your curriculum project <u>no later than Tuesday, at 11:00 a.m. (Week 2).</u>

I.   Team members:

    Π_____

    Π_____

    Π_____

    Π_____

II.   Our five principles for co-operation:

    Π_____

    Π_____

    Π_____

    Π_____

    Π_____

      III.   Tasks that you anticipate your group will focus on each week:

√ Week 2: _____

_____ Progress monitor: _____

√ Week 3: _____

_____ Progress monitor: _____

√ Week 4: _____

_____ Progress monitor: _____

√ Week 5: _____

_____ Progress monitor: _____

√ Week 6: _____

_____ Progress monitor: _____

√ Week 7: _____

_____ Progress monitor: _____

√ Week 8: _____

_____ Progress monitor: _____

GUIDELINES FOR WEEKLY TEAM UPDATES

What:
A narrative that addresses:
1.   What the group talked about – the content.
2.   How the group talked about it – the process.
Include in your report which team member held each role during that week's meeting (facilitator, resource monitor, progress monitor, equity monitor.)

When:
By 10:30am each Monday

By whom:
Process monitor. Each of you must fulfill this role at least twice.

How:
Via e-mail

To whom:
Your faculty advisor and evaluator of your curriculum design project

Why:
   1.   To gain skills at simultaneously participating and observing.
   2.   Allow your faculty to make informed decisions in selecting facilitation tools and resources to support your process.
   3.   Provide a formal avenue through which to share leadership and self-monitor your group's progress.

Tips for attending to group process:

Generating this narrative will require observation skills. It is difficult to observe and participate at the same time, and the skill of doing both can only be gained by practice.

Each of you should strive to do your best to observe and participate at the same time, during each session.

You'll need to observe on three different levels:

a.   **Content:** what is the group talking about? What is each person saying?
b.   **Non-verbal expressions**: Apart from what they say, what indications are people giving of their feelings and reactions, for example, gestures, tone of voice, body language, etc.?
c.   **Communication**: Who talks? For how long? How often? Who do people look at when they talk? Who talks after whom, or who interrupts whom? What style of communication is used?

The facilitator is tasked to ensure that your team allots time for debriefing each session. From time to time the equity monitor will bring equity and process evaluation tools to use during this time.

Facilitator:	Resource Monitor:

• Gets the team off to a quick start
• Makes sure everyone understands what is going on
• Organizes the team so they can complete the task
• Makes sure the team stays together
• Makes sure that the team allows time to debrief and use equity and process evaluation tools brought by the equity monitor.
    ♣ *Who knows how to start?*
    ♣ *Does everyone get what to do?*
    ♣ *I'm not sure we all understand... can someone help?*
    ♣ *Can someone explain it another way?*
    ♣ *We need to keep moving together so we can...*
	• Asks team questions in order to determine if outside resources (books, notes, materials, people) are needed
	• Ensures that the group has the materials it needs for each session.
	• Ensures that between-session tasks are delegated at the end of each work session.
	• Ensures that time and place of each meeting is set before members depart.
	    ♥ *Are there other materials/resources that would help us?*
	    ♥ *Do we all have the same question?*
	    ♥ *I'll ask our advising/supervising faculty for help.*
	    ♥ *We need to clean up. Can you... while I...?*

Progress Monitor:	**Equity Monitor:**

• Makes sure each member understands the work, records decisions, and can report out
• Gives faculty advisor/supervisor and team update statements on the **content** and **process** of the team's progress. (via Email, cc'd to team by 8am each Mon.)
• Makes sure each group member's thinking is incorporated in the group's record of accomplishments.
    ♦ *Are all of our ideas included in our final product?*
    ♦ *Is everyone prepared to report out our ideas?*
    ♦ *Did everyone get that in your notes?*
	• Encourages equal participation
	• Makes sure all voices are heard
	• Assures that all group members explain their thinking
	• Brings 'equity and process evaluation tools' to each session.
	• Assures that all group members understand others' thinking
	• Substitutes for absent roles
	    ♠ *Hmm... we seem to be disagreeing on these issues.*
	    ♠ *How might we think each of them through?.*
	    ♠ *How can we work this out?*
	    ♠ *Can someone restate what was just said?*
	    ♠ *We need to work on listening to each member of the team.*

Curriculum Design Project Group Roles

Lesson Plan
[Title of "Unit"]

Day _____ of 10

Key <u>concepts</u>:

Lesson <u>goals</u> in the context of key concepts (explain what you want to students to know and be able to do):

<u>EALRs/GLEs/"Performance Expectations"</u> connected to the concepts, goals, and lesson objectives (list & briefly name):

<u>Pre-assessment</u> of your students' knowledge and abilities:

<u>Teaching procedures</u> supporting the lesson goals*	Developmentally appropriate <u>student learning activities</u> to meet lesson goals	Anticipated Student Thinking
[numbering example] 1. 2a. 2b. [etc.]	1a. 1.b. 2. [etc.]	1. 2. [etc.]

Instructional <u>resources</u> for meeting the lesson goal:

<u>Assessment procedures</u> for lesson goals:

      <u>Rationale</u> for specific assessment procedures:

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* NOTE: (a) Align teaching procedures and student learning activities, i.e., must correspond. (b) List numerically.