

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA
COLLEGE OF EDUCATION AND HUMAN SERVICES

SYLLABUS
CURRICULUM ISSUES IN ALTERNATIVE EDUCATION
ALTE 616

I. Introductory Information:

- A. Department Name:** Graduate Studies
- B. Department Catalogue Number** ALTE 616
- C. Course Title:** Curriculum Issues in
Alternative Education
- D. Credit/Semester Hours** 3 hours
- E. Clock Hours per Week** 3 hours
- F. Restriction Upon Student Registration**

Restricted to M.Ed. candidates and other graduate level students

II. A. Description of the Course:

This course is an introduction to curriculum issues in alternative education settings. This course is designed to empower educators to facilitate a framework for instructional design in the classroom. Educational research proves that there are best practices that can be used to empower teachers to align curriculum, instruction, and assessment to the State and National Standards. Educators will be able to prepare environments that will promote success for at-risk students, by utilizing differentiated instructional and management techniques.

B. Comprehensive Description:

This course gives educators the opportunity to create lesson plans, develop performance-based assessments and rubrics that are aligned with the State and National Standards. This course is designed to give teachers a variety of curriculum, instruction, and assessment techniques and strategies that they can use in their classrooms.

The course addresses the following National Board for Professional Teaching Standards Propositions (NBPTS):

NBPTS Proposition 1

Be committed to students and their learning.

- Be attentive to human variability and knowledgeable about learning disabilities, physical, mental, and emotional challenges. The teacher will adjust instructional practices accordingly and evaluate the effectiveness for student success, willingly changing the practices as needed.
- Provide socially and cognitively stimulating activities that engage all students at their appropriate developmental level of learning.

NBPTS Proposition 2

Know the subjects and how to teach those subjects to students.

- Exhibit extensive content knowledge and make multiple connections to other disciplines.
- Know how to reveal content to students so they can build it into their systems of thinking and readily assimilate the new knowledge.

NBPTS Proposition 3

Be responsible for managing and monitoring student learning.

- Assess student learning and use this for individual student evaluation classroom evaluation, and to evaluate and reflect on the lesson taught.

III. Exposition:

A. Objectives

The Graduate Student will be able to:

1. access and navigate course delivery technologies including, but not limited all course tools, emails, audio and video conferencing and PowerPoint software;
2. analyze and define characteristic of curriculum leadership;
3. define and develop the elements in the scaffolding process;
4. evaluate curriculum mapping's effectiveness in the classroom;
5. identify, describe, and research the elements of differentiated instruction;
6. describe and discuss instructional and management strategies that support differentiated instruction;
7. develop an understanding of the value of curriculum based assessment it's use in a standards based environment;
8. examine the elements of performance base assessment in a standards based environment;
9. identify the components of backward design;
10. identify the impact of technology in the classroom;

11. identify and describe the importance of teaching social skills in the classroom, and;
12. analyze how students learn best

B. Activities and Requirements:

1. Graduate students will complete readings, web-based research activities, and participate in daily/weekly discussion groups sharing ideas, insights, discoveries and projects
2. Prepare a report a critically analyzing the characteristics of curriculum leadership.
3. Reflect upon the elements of scaffolding and explain how each component is essential to the scaffolding process;
4. Create three reasons why curriculum mapping would be beneficial to the classroom teacher.
5. Create a research paper analyzing the main elements in differentiated classroom using correct APA format.
6. Create a differentiated lesson plan using one or more of the techniques/strategies of differentiated instruction.
7. Generate, describe, and discuss how CBA can help educators in a standards based curriculum.
8. Design and develop a performance based assessment.
9. Develop and present a lesson using backward design.
10. Design and present a technology performance based project that can be incorporated into a differentiated lesson plan.
11. Design and present a social skills lesson plan.
12. Create a definition of intelligence and reflect upon how that definition impacts leaning.

C. Major Units and Time allotted:

1. Aligning the Curriculum, Instruction, and Assessment to the State Standards (1 week)
2. Scaffolding, Modeled Instruction, Shared Instruction, Interactive Learning, and Independent Learning (1 week)
3. What is Curriculum Mapping? Curriculum Mapping: Integrating Curriculum and Assessment K-12, engaging students in learning, creating a curriculum map (2 weeks)
- 4/5. What is Differentiated Instruction? Using Instructional and Management Strategies to help differentiate instruction in the classroom, Tiered

Activities, Comparing Classrooms Traditional vs. Differentiated, How to Plan for Differentiated Instruction, How to align differentiated instruction and assessment, to the PA State Standards, How to create differentiated lesson plans to match the PA State Standards, In Mixed Ability Classrooms (3.5 weeks)

6. What is Curriculum Based Assessment? How can Curriculum Based Assessment be used with the State and National Standards (1 week)
7. What is Performance Based Assessment, Designing Assessment using Performance Standards, Authentic Assessment? (1 week)
8. The Theory of Backward Design, Stages of Backward Design (1 week)
9. Technology and Curriculum-on-line curriculum, Aligning technology based curriculum to the State and National Standards, Compass Learning, How can Compass Learning be integrated into the curriculum? What is Accelerated Reader? How can Accelerated Reader be integrated into the curriculum? (1week)
10. Multiple Intelligence, Higher Order Thinking Skills, Creative Thinking, Learning Styles and Strategies (1 week)
11. Social Skills Training, Beginning Social Skills, Advanced Social Skills, Skills for Dealing with Feelings, Skills Alternatives to Aggression (1 week)
12. Aggression Replacement Training, Skill Streaming Training (behavioral component), Anger Control Training (emotional component) Moral Reasoning Training (Values component) (1 week)
13. Adventure Training, Team Building, Ropes Course (.5 week)

D. Materials and Bibliography-

1. Required Text:

Selected readings will be provided by the instructor. The required text will be announced by the instructor.

2. Other Resources:

Computer modem with Internet capability.

3. Basic Bibliography:

- Drake, S.M., (2004). *Meeting standards through integrated curriculum*. Alexandria, VA. ASCD.
- Gregory, G.H. & Kuzmich (2004). *Data driven differentiation in the standards-based classroom*. Thousand Oaks, CA: Corwin Press.
- Hale, J.A., (2007). *A guide to curriculum mapping: Planning, implementing, and sustaining the process*. Thousand Oaks, CA: Corwin Press.
- Jacobs, H. (2004) *Getting results with curriculum mapping*. Alexandria, VA. ASCD.
- Langa, M.A., & Yost, J.L. (2006). *Curriculum mapping for differentiated instruction K-8*. Thousand Oaks, CA: Corwin Press.
- McTighe, J. & Tomlinson, C.A. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.
- Morgan, M.C. (2007). *Differentiated literacy coaching: Scaffolding for student and teacher success*. Alexandria, VA: ASCD.
- Tomlinson, C. (2004). *How to differentiate instruction in mixed-ability classrooms (2nd ed.)*. Alexandria, VA: ASCD.
- Udelhofen, S., & Jacobs, H. (2005). *Keys to curriculum mapping: Strategies and tools to make it work*. Thousand Oaks, CA: Corwin Press.
- Kallick, B., & Coloimo, J. (2008). *Using curriculum mapping and assessment data to improve learning*. Thousand Oaks, CA: SAGE Publications.

IV. Standards:

All grades will be assigned in accordance with university policy and based on criteria to include participation, completion of assignments relating to state and national standards, differentiated instruction, curriculum mapping, backward design, curriculum based assessment, scaffolding, social skills training, multiple intelligence, performance-based assessment and curriculum design.

The grades achieved on each activity serve as the assessment for this course. Each activity is aligned with the numerically corresponding objective.

V. Rationale and Impact:

This course is a core requirement in the masters of education. As teachers continue to work with at-risk students and the alternative education field

develops, teachers need to be prepared to work with students from diverse backgrounds. The non-traditional techniques in this course will empower teachers to respond to the needs of all learners.

ALTE 616 - The course is designed to facilitate a framework for instructional design. The implementation of performance standards, state standards and national standards in the classroom demands that teachers meet the needs of diversified learners using the best assessment practices to measure academic success and growth of the students. The rigorous standards that teachers must prepare students to meet require that instruction must be differentiated, curriculum must be aligned with the state and national standards, and environments must be created to promote success for all learners. During the 15 weeks, students will participate in on line discussions, complete all assignments, quizzes, and examinations. Throughout the 15 weeks, students will become familiar with instructional strategies to align curriculum to state and national standards, scaffold instruction, differentiate instruction and assessment, design assessment using performance standards, align technology based curriculum to the national and state standards, understand the different learning styles, and implement social skills and aggression replacement training in the classroom.

VI. Cost Analysis:

This course will be a required course in the M.Ed. Alternative Education track and, upon approval, the M.Ed. in Alternative Education. The course will be taught by faculty in the School of Graduate Studies. Curriculum Issues in Alternative Education will be offered a minimum of one time per year.

Syllabus

ALTE 616 Curriculum Issues in Alternative Education

approved

not approved

Dr. Keith T. Miller, President
Lock Haven University of PA

Date