

# Curriculum at a Glance Booklet

35 Points – Due July 1

	Points Possible	Your Points
Content (see below)	20	
Presentation (visually appealing and interesting, graphics, design principles)	5	
Mechanics (spelling, grammar, APA citations in text and reference list)	5	
Work shared equally (send email evaluating each group member's participation and contributions)	5	

## Introduction

- What's in Booklet
- How Booklet might be used
- Context under which Booklet was developed
- Contributing author names and biographies

## Learning Goals for a 21st Century Education

- Calls for reform (who says what, why)
- Traditional goals of education (what are they, why are they important, how are they different than the calls for reform)
- Local values and goals (who wants what and why – families, students, employers, big business, media, government)
- Your organizations' values/goals/beliefs (what does your organization value, how do you know)
- Synthesis (pull all the pieces together and tell what goals you think are critical, link back to the literature by citing authors' names)

## Standards

- What standards are you are aiming at, list them
- Tell how they match with the goals for a 21<sup>st</sup> century education
- Discuss how what you teach (or the services your office offers) matches/doesn't match

## Audience profile

- Create a robust profile of your current audiences (students, families, community, colleagues, administrators). Collect info to understand the changing US and Fox Valley population/demographics. Include: ages, generational characteristics, race/ethnicity, SES/income levels, educational level, geographic mobility, languages spoken at home, residence type, etc
- Tell how your audience has changed over the past decade
- Tell what is predicted for the future (Review the reform articles for changing demographics. )
- Identify who you are serving well and not-so-well (which students are you not enrolling, retention rates, graduation rates, other equity issues)

## Learning styles and expectations/Philosophies of Education

- Philosophies of education (progressivism, perennialism, existentialism, essentialism, reconstruction, fundamentalism, anarchy)
- Individualism vs Collectivism
- Define, describe, make come alive with examples
- Identify which one(s) prevail in your organizations and how you know
- Relate back to goals of education and audience profile
- Tell your preferred styles/philosophies and why
- Tell what is needed in 21<sup>st</sup> century organizations, why, and how we can get there

## Curriculum approval process and recommended curriculum guide's content

- Detail Glatthorn's approval process
- Tell the approval process in your organizations
- Detail your recommended approval process
- Identify Glatthorn's recommended content
- Tell content in your organizations' guide
- Detail your recommended content

## Curriculum evaluation (this section may change, include what we discuss in class)

- Why is curriculum evaluation important
- How does curriculum evaluation differ from student evaluation
- What types of data exist, how to you access them, and how can they be useful

- Describe and illustrate the curriculum evaluation cycle
- Give an example of the curriculum evaluation cycle you could implement in your organization
- Some people use 4 Lenses through which to examine curriculum, what are they and why use them

### **Curriculum definitions**

- Curriculum
- Program
- Planned curriculum
- Curriculum planning
- Core curriculum
- Written curriculum
- Planned curriculum
- Taught curriculum
- Supported curriculum
- Tested curriculum
- Experienced curriculum
- Hidden curriculum
- Learned curriculum
- Mastery curriculum
- Organic curriculum
- Team planned curriculum
- Student determined curriculum
- Other terms

### **Reference List**

- APA format <http://www.uwosh.edu/library/citing.html>
- Cramer, S. (2005). Great journal article: Note capitalizations and italics. *Education Today Journal*, 52(3), 35-41.
- Rossiter, M., & Smith, W. (2006). *Understanding our inner selves*. New York: Jossey Bass.
- National Park Service. (2003, February 11). *Abraham Lincoln Birthplace National Historic Site*. Retrieved February 13, 2003, from <http://www.nps.gov/abli/>

### **Design Principles**

- Contrast
- Repetition
- Alignment
- Proximity
- 2 fonts maximum (1 serif, 1 sans serif)

### **Group Roles**

- **Project leader** (oversees entire project, establishes deadlines, answers questions, solves conflicts, prompts members to ensure timely entries, prints and submits final document)
- **Technical guru** (selects collaborative workspace, trains group members in using collaborative workspace, solves all technical challenges, encourages timely entries, locates graphics)
- **Writing editor** (checks document for spelling, grammar, word usage, flow, organization)
- **Formatting guru and Cheerleader** (Ensures that document adheres to all design principles, looks professional, includes graphics and is visually interesting. Keeps group's spirits high with encouragement. Alerts project leader when problems seem to arise.)

**Remember:** Submit an email at conclusion of project evaluating each group member's participation and contributions.