WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Curriculum and Teaching: Research, Theory, and Practice

COURSE NUMBER: MED 7703

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
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</table>

I. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION

This course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework. This conceptual framework was developed and adopted by the College of Education in 1998, and involved collaborations with University faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University; reflects national standards advocated by ISLLC, INTASC, NCATE, and NASDTEC; and integrates Delaware standards for teachers and administrators. The framework document fully explicates each attribute. The complete framework can be accessed at:

http://www.wilmu.edu/education/clinicalstudies/conceptframework.html

Programs within the College of Education:

1. are knowledge-based (including content knowledge, theoretical knowledge, propositional knowledge, and craft knowledge);
2. view educators as learners;
3. are contextually and culturally sensitive;
4. feature extensive field experiences and authentic collaboration;
5. stress inquiry, analysis, reflection, and professional growth
6. are developmental, flexible, and allow for experimentation;
7. are standards-driven; and
8. promote the effective use of technology.

II. PROGRAM COMPETENCIES

School Leadership Components
The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. A set of model standards was proposed by the Interstate School Leaders Licensure Consortium (ISLLC) in 1996. Those standards were adopted as Delaware’s School Administrator Standards in 2002, and were adopted as Wilmington University MED School Leadership Program Competencies during the Spring Semester 2003. The standards can be accessed at http://www.ccsso.org/content/pdfs/isllcstd.pdf.

School Leadership courses address the following ISLLC-based competencies:

1. **The Vision of Learning**: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. **The Culture of Teaching and Learning**: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. **The Management of Learning**: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. **Relationships with the Broader Community**: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
5. **Integrity, Fairness, and Ethics in Learning**: Act with integrity, fairness, and in an ethical manner.
6. **The Political, Social, Economic, Legal and Cultural Context of Learning**: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. **Practicum Portfolio**: Complete all requirements for the school leadership practicum portfolio (for School Leadership majors only).

**Supervision: Teaching and Learning Components**

In addition to the school leadership components listed above, courses unique to the M.Ed. degree in Supervision: Teaching and Learning also address the following program-specific competencies:

1. **Relationships**: Identify and explain the significance of human relations in school systems, particularly as they impact staff functions, student performance, community groups, school leadership, and decision making.
2. **Communication**: Develop effective plans for communication within an organization and the community it serves.
3. **Supervision of Instruction**: Construct an effective observation and evaluation model for classroom instruction using relevant theories, practices, and developments in the evaluation of and supervision of classroom instruction and staff.
4. **Teaching and Learning Environment:** Construct a plan for organizing and managing a classroom to maximize student behavior and student engagement time in lesson-related activities using selected relevant theories and techniques.

5. **Assessment:** Explain and demonstrate the use of the classroom management procedures used in the assessment of student performance.

6. **Legal and Ethical Issues:** Identify and explain the administrative and institutional aspects of law that affect the environment of the school and the school district.

7. **Curriculum Design, Implementation, and Evaluation:** Design a written plan for curriculum renewal and implementation in a content area and instructional level (preK-12) of choice.

8. **Technology:** Demonstrate the knowledge and skills required to effectively apply selected instructional and administrative technology applications in the school.

9. **School Improvement:** Develop an instructional leadership plan in a selected critical issue for any level of preK-12 school based upon selected theories and principles.

10. **Diversity:** Demonstrate knowledge of criteria for selected lesson designs that incorporate strategies for effective learning for a diverse student population.

11. **Equity:** Develop and apply classroom strategies for ensuring equal treatment of all students in the learning process and demonstrate familiarity with several models for dealing with behavior problems in the classroom.

12. **Practitioner Research:** Develop and implement a self-directed research project addressing a major instructional issue in the school environment.

### III. STANDARDS-BASED INSTRUCTIONAL GOALS

A. **The Vision of Teaching and Learning**
   Linking research, theory, and practice to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

B. **The Teaching and Learning Environment**
   Linking research, theory, and practice to improve the physical, emotional, social, instructional, and leadership environments of classrooms and schools.

C. **The Management of Teaching and Learning**
   Linking research, theory, and practice to improve curricular relevance, engagement time, personal interactions, and student learning in classrooms and schools.
D. Relationships with the Broader Community
Linking research, theory, and practice to improve relationships and collaborations with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. Equity, Access, Ethics, and Opportunity
Linking research, theory, and practice to ensure that classroom and school policies and procedures are designed to ensure fair and ethical treatment, equal access and opportunity, and success for all students.

F. Contextual and Cultural Sensitivity
Linking research, theory, and practice to ensure that teaching and learning are inquiry-based, are focused on student interests and needs, and are contextually and culturally appropriate.

G. Technology
Linking research, theory, and practice to ensure that technology is used to empower teachers and learners.

H. Structured External Assignment
Develop a set of S.M.A.R.T. (specific, measurable, attainable, relevant, and time-bound) classroom or school improvement objectives based on the guidelines described in Chapter 14 of the text. The objectives need to address the following: establishing consensus, the research base, classroom and school policies and procedures, relationships with the broader community, baseline data, indicators of success, monitoring achievement indicators, and recognizing/celebrating progress.

IV. ATTENDANCE POLICY: College of Education Policy
In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.
# Delaware Professional Teaching Standards

(Revised July 2003)

<table>
<thead>
<tr>
<th>Standard #1</th>
<th>Content Knowledge</th>
<th>The teacher understands the core concepts and structure(s) of the discipline(s) and their related content standards and creates learning experiences that make the content meaningful to students.</th>
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<tbody>
<tr>
<td>Standard #2</td>
<td>Human Development and Learning</td>
<td>The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner.</td>
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<td>Standard #3</td>
<td>Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
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<td>Standard #4</td>
<td>Communication</td>
<td>The teacher understands and uses effective communication.</td>
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<td>Standard #5</td>
<td>Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
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<td>Standard #6</td>
<td>Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.</td>
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<td>Standard #7</td>
<td>Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.</td>
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<tr>
<td>Standard #8</td>
<td>Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them for the continuous development of students.</td>
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<td>Standard #9</td>
<td>Professional Growth</td>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
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<td>Standard #10</td>
<td>Professional Relationships</td>
<td>The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.</td>
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<tr>
<td>Standard #11</td>
<td>Educational Technology</td>
<td>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</td>
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<tr>
<td>Standard #12</td>
<td>Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
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The first draft document was developed by the members of Delaware's Task Force to Develop Professional Teaching Standards. The second Draft Committee and prepared by Yvonne Harper of the Assessments and Accountability Branch of the Delaware Department of Education and William J. Thompson of TBA Consultants, Stratham, New Hampshire.