



Creativity and the Common Core – Fort Bragg **EDUO 9899 3 Semester Credits/Units**

Syllabus

Location: Fort Bragg

Dates: *Meets Mondays*, 4:30-9:00pm. February 25 – April 22, 2019 (week off for spring break TBD)

Location: Noyo High School Room F, 250 S. Sanderson Way, Fort Bragg, CA 95437

Instructor: Karen Rakofsky nerak@mcn.org

Course Overview:

Through collaboration and research, teachers and counselors develop ready to use curriculum suitable for all students in their classrooms.

All class meetings take place in a local school over 8 weeks, meeting one night a week from 4:30-9:00 PM. There will be an additional 8 hours of independent work to be logged and handed in at the end of the course along with the class evaluation.

Within the framework of the standards of the Common Core, there is room for teacher creativity. Sometimes teachers feel pressured by time constraints to limit the development of their own ideas. EDUO 9899 gives teachers the time and support to develop dynamic, creative curriculum for immediate use in their classrooms. Participants collaborate with other teachers to share best practices and new ideas and to support the creation of exciting new curriculum.

Course Description:

Enhance classroom curricula with creative ideas that are in alignment with the Common Core. Create lessons exciting and accessible to all students. Exchange ideas with new and veteran teachers and counselors. Take advantage of having a specific time to develop and enhance curriculum.

Course Objectives:

1. Identify and research curriculum areas needing further development
2. Adapt creative curriculum options to Common Core requirements
3. Create lesson plans and projects for the classroom that will engage all students.
4. Demonstrate what was learned and how it will be implemented in the classroom

Course Requirements

*Attendance and Participation:

- Curriculum development and creation of ready to use lesson plans
- Small group and whole class activities

Curriculum Development Project:

- 8 hours outside of class time
- Completion of lesson plan(s) and logs
- Presentation of projects
 - Option 1: Complete 8 hours developing a project that is ready to use in your classroom. Investigate resources, gather pertinent information, write lesson plans that involve all students, and include appropriate assessments. Turn in the lesson plan.
 - Option 2: Create two projects that satisfy the above criteria. Each project development must take four hours for you to complete. Turn in the lesson plans.
 - Curriculum development projects are to be developed outside of school and class hours. Complete and turn in the Log of Hours and a copy of your lesson plan(s).

Course Assignments:

Week 1: Introduction

- Present requirements and expectations of class
- Identify class demographics allowing for the connection of those working in similar age groupings or disciplines
- Examine the differences between using materials straight from the classroom text and using enhanced, creative materials that support and are in alignment with the Common Core
- Identify possible four or eight-hour projects

Week 2: Identify Curriculum

- Individually identify areas of concern in each teacher's own curriculum
- Discuss concerns in small, demographically appropriate groups
- Brainstorm possible creative adaptations
- Share best practices
- Report small group concepts and strategies to all participants

Week 3: Research/Multicultural and Multi-ability Emphasis

- Sharing of current work by 2-3 participants; questions and feedback encouraged
- Using internet-based research and collaboration, find appropriate materials for the specified curriculum

- Focus on inclusivity of various cultures and abilities
- Apply research to current lesson plans
- Share progress with small demographically appropriate group
- Suggested Reading: *The Case for Curiosity*, Susan Engel

Week 4: Nurturing Student Curiosity

- Discuss the need for student curiosity based on Engel's writing
- Brainstorm ways to nourish curiosity
- Apply strategies to individual lesson plans
- Sharing of current work by 2-3 participants; questions and feedback encouraged

Week 5: Developing Critical Thinking; Progress Evaluation

- Discuss strategies to develop critical thinking
- Work individually to insure critical thinking is inherent in all developing lesson plans
- Exchange ideas with small demographically appropriate group
- Teacher and participant individual discussion on the development of the projects
- Sharing of current work by 2-3 participants; questions and feedback encouraged

Week 6: Discussion and Application; Progress Evaluation

- Discuss individual progress towards development of creative lessons during class time
- Share progress concerning inclusivity, creative thinking and curiosity with the whole class
- Give and receive feedback
- Work individually to incorporate collegial input
- Sharing of current work by 2-3 participants; questions and feedback encouraged

Week 7: Collaboration or Individual Activities; Projects are due

- Continue work on curriculum with attention to creativity, multiculturalism, critical thinking, student curiosity while remaining true to the Common Core
- Work individually or with colleagues
- Presentation of completed projects

Week 8: Presentation of Projects and Curriculum Created; Evaluations

- Presentations of four and eight-hour projects
- Discussion of value of focusing on teacher creativity and the Common Core

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by completion of all assignments.	Most responses show evidence of new knowledge evidenced by completed assignments.	Responses show little to no evidence of new knowledge evidenced by completed assignments.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

- Suggested Reading:
- *The Case for Curiosity*, Susan Engel
 - <http://www.ascd.org/publications/educational-leadership/feb13/vol70/num05/The-Case-for-Curiosity.aspx>
- “Fires in the Mind.”, Kathleen Cushman, Jossey-Bass, 2010: ISBN 978-0-470-64603-8