

**EDUO 9343: Implementing Language Arts Curriculum
2 Semester Graduate Level Credits**

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Course Syllabus

All meetings and classroom visits will be listed by sessions offered. Contact the instructor or:
Register online at dominicancaonline.com Click on Courses/Workshops

Course Overview:

The primary focus of this course is to implement the new Language Arts Curriculum and articulate the course materials and sequence to be used in grades 6, 7, and 8. This horizontal and vertical articulation and planning will also examine practices to address the needs of special education and gifted student populations. This job-embedded course will include reflection of implementation and classroom observations with feedback to maximize student learning.

Course Learning Objectives:

- Grade level and Multi-Grade Level Collaboration of the Language Arts Curriculum
- Assessment of the scope and sequence of units of study
- Ensure content integrity and transparency between and among grade levels.
- Identify content and strategies to meet the needs of all students including special education and gifted populations.

Course Relation to CCS or other Professional Standards

This course aligns to the National Board for Professional Teaching Standard's in the following propositions:

Proposition 1: Teachers Are Committed to Students and Their Learning

- Teachers Understand How Students Develop and Learn

Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning

- Teachers Call on Multiple Methods to Meet Their Instructional Goals
- Teachers Engage Students in the Learning Process

Proposition 4: Teachers Think Systematically About Their Practice and Learn from Experience

- Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

How to Submit Coursework

Submit completed assignments naming the Module number to marlenegrueber@comcast.net.

You will receive feedback within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Modules / Assignments/ Format

Module 1: Classroom Implementation of New Language Arts Curriculum		Approx. 6 Hours of Time needed dependent on teacher background
Objective	Research and Selection of a Lab Topic	
Purpose	<ul style="list-style-type: none"> • Examination of content used at each grade level. • Consistency of content used within each grade. • Reflection and assessment of content as it aligns with new language arts curriculum. • Identification of content to be added or deleted to ensure curriculum meets all standards. • 1-2 multi-grade Level meetings for the purpose of content scope and sequence integrity. 	
Assignment	<p>Submit One-Page Summary which addresses:</p> <p>Agenda initial meetings identifying outcomes and next steps.</p>	

Module 2: Resources and Readings		Approx. 8 hours of time needed dependent on teacher background
Objective	Identify readings, resources, and materials to strengthen implementation and coherence of language arts curriculum	
Purpose	<p>Attend 1-2 meetings to:</p> <ul style="list-style-type: none"> • Identify resources to support content additions or modifications to the new Language Arts Curriculum and align sequence between grades. • Share materials that support natural progressions of student readiness to address continuing curriculum. • Adopt any modifications of content sequence at each grade level for the purpose of implementation. 	
Assignment	<p>Submit One-Page Summary which addresses:</p> <p>Assessment of changes, if needed, at all grade levels Validation of shared agreements of grade 6-8 content materials, scope, and sequence.</p>	

Module 3: Modifications and Adjustments to needed to meet special population		Approx. 16 Hours (teacher background dependent)
Objective	Practice of topic study implementation and reflect on insights.	
Assignment(s) Include Activities and Needed Materials	Attend two meetings and 1-2 classroom observations: <ul style="list-style-type: none"> • To plan for needs of special education and gifted students which maximize student learning and achievement. • Participate in 1-2 classroom visitations and after each visitation, complete one insight and one question relating to the observation. • Post-observation reflection and discussion collaboration/meetings. • Prepare final insights, questions, and identification of next steps to ensure content transparency and processes for changes as needed. 	
Assessment	Submit One-Page Summary which: Summarizes/highlights meeting insights, questions and plans to address needs of special education and gifted populations.	

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
Submission of written summaries, assessments and next steps that support the new language arts curriculum and demonstrate horizontal and vertical alignment within and between grade levels.	Submission of written summaries, assessments and next steps that support the new language arts curriculum and demonstrate horizontal and vertical alignment within and between grade levels are not clearly articulated.	Submission of written summaries, assessments and next steps that support the new language arts curriculum and demonstrate horizontal and vertical alignment within and between grade levels are incompletely submitted.
Meeting attendance and participation in classroom visitations are demonstrated in leadership during post discussions and written assignment.	Meeting attendance and participation in classroom visitations reflects some participation and understanding in written assignment.	Meeting attendance and participation in classroom visitations show little to no participation and understanding in written assignment.
Leadership and participation in reflection and discussion collaboration which results in a plan to meet the needs of all students, including special education and gifted populations.	Participation in reflection and discussion collaboration which results in a plan to meet the needs of all students, including special education and gifted populations.	No active participation in reflection and discussion collaboration which result in a plan to meet the needs of all students including special education and gifted populations.