

# Designing Curriculum and Instruction With the Learner in Mind

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

This course focuses on designing curriculum and instruction for all learners in today's standards-based environment. Education professionals explore interrelationships among curriculum, instruction, and assessment, including the importance of alignment, the connection to learning theory and learner variables, and the need for differentiation to meet diverse students' needs. Utilizing a thoughtful and deliberate design process, education professionals design classroom curriculum and instruction that provide opportunities for all students to achieve at high levels.

*This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.*

---

## COURSE TOPICS

- Education today
- Making sense of standards
- Understanding learners and learning
- The design process
- Designing learning experiences
- Instructional strategies
- Differentiation

---

## COURSE OUTCOMES

By the end of the course, educators will:

- Identify challenges in addressing the numerous national, state, and/or district standards and evaluate the viability of using "power standards" as a method for meeting these challenges.
- Explain the importance of honoring student diversity while ensuring high levels of achievement for all learners.
- Analyze some of the major learning theories informing teaching and learning today and articulate their personal model of how learning occurs.
- Examine the way they currently approach designing curriculum, instruction, and assessment; and analyze the critical considerations that influence the design process, as well as compare their process and personal teaching situation with the design process introduced in this course.
- Identify the targeted knowledge embedded in a standard and the considerations involved in facilitating the learning of that knowledge.
- Evaluate a process for translating standards into learning experiences and generate ideas for creating engaging learning contexts.
- Design a meaningful learning experience that provides a context for learning and addresses multiple standards.
- Analyze and discuss their use of research-based instructional strategies.
- Develop a lesson plan that makes use of a research-based instructional strategy to facilitate the learning of targeted knowledge and skills.
- Explore the concept of differentiation as a means of meeting student needs and enhancing learning.
- Analyze how they can differentiate content, process, and product according to students' readiness levels, interests, and learning profiles, and design a tiered lesson that meets the diverse needs of learners in their classroom.
- Collaborate with colleagues to gain additional insights into the process of developing tiered lessons through critique and modification.

### METHODS OF ASSESSMENT

---

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

### COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

#### PRINT & DVD FORMAT

---

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
  - *Designing Curriculum and Instruction with the Learner in Mind*
- The DVD:
  - Laureate Education, Inc. (Executive Producer). (2004). *Designing curriculum and instruction*. Baltimore: Executive Producer.
- The course textbook(s):
  - Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2004). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Upper Saddle River, NJ: Prentice Hall.
- The other required readings

#### ONLINE FORMAT

---

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
  - *Designing Curriculum and Instruction with the Learner in Mind*
- Access to the video programs in the online classroom as well as a backup DVD:
  - Laureate Education, Inc. (Executive Producer). (2004). *Designing curriculum and instruction*. Baltimore: Executive Producer.
- The course textbook(s):
  - Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2004). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Upper Saddle River, NJ: Prentice Hall.
- Access to the other required readings

### SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

**Note:** If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at [www.mozilla.org](http://www.mozilla.org).

#### Trademark Information

- Microsoft, Windows, Windows Vista, Internet Explorer, and Word are registered trademarks of Microsoft Corporation in the United States and/or other countries.
- Mac OS and Macintosh are trademarks of Apple Inc., registered in the United States and other countries.
- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

## EDUCATION EXPERTS

---

### Robert J. Marzano, Ph.D.

Dr. Robert Marzano is a senior fellow at Mid-continent Research for Education and Learning (McREL). Additionally, Dr. Marzano is an associate professor at Cardinal Stritch University in Milwaukee, working in the doctoral program focusing on research methodology and learning theory. His impressive repertoire of publications and books includes *A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms* and *Designing a New Taxonomy of Educational Objectives*. Dr. Marzano is the co-founder and CEO of Marzano Research Laboratory.

### Debra J. Pickering, Ph.D.

Dr. Debra Pickering is vice president of field services with Marzano Research Laboratories. She works with schools and districts nationally to help create a shared understanding of learning theory and practice in order to guide decisions related to curriculum, instruction, assessment, and staff development. Dr. Pickering has co-authored several books, articles and programs, including *Dimensions of Learning: Teacher's Manual* and *Classroom Instruction That Works*.

### Douglas B. Reeves, Ph.D.

Dr. Douglas Reeves is the founder and chairman of the International Center for Educational Accountability and a presenter/consultant for Center for Performance Assessment. Dr. Reeves is the author of many articles and numerous books, including *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School, and District* and *101 Questions & Answers about Standards, Assessment, and Accountability*.

### Harvey F. Silver, Ed.D.

Dr. Harvey Silver is president of Silver Strong & Associates, an educational training and consulting firm specializing in learning styles, effective teaching strategies, and curriculum design. The author of numerous books and articles, Dr. Silver has served as a consultant/trainer for the Association for Supervision and Curriculum Development (ASCD), RAND Corporation, Educational Testing Service, Phi Delta Kappa, and IDEA-Kettering.

### Carol Ann Tomlinson, Ed.D.

Dr. Carol Ann Tomlinson is William Clay Parrish Jr. Professor and chair of the Department of Educational Leadership, Foundations and Policy at the University of Virginia, Curry School of Education. Dr. Tomlinson is a prominent expert on the concept of differentiation and provides professional development throughout the United States and abroad. She is a reviewer for eight journals and is the author of more than 200 publications, including *How to Differentiate Instruction in Mixed-Ability Classrooms*



### ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

### FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit [www.Canter.net](http://www.Canter.net) or call 1-800-669-9011.

### ABOUT OUR PARTNERSHIP

---

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.\* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.<sup>†</sup> Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

### Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org). Canter and Walden University are both subsidiaries of Laureate Education, Inc.

\*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or [prof.educ@k12.wa.us](mailto:prof.educ@k12.wa.us) to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

<sup>†</sup>It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.