Written Assignments

Posted on: Thursday, April 7

I am sure that you are aware of the fact that the course ends this week. Please submit your remaining assignments as soon as possible.

Thank you,

Assignments

Posted on: Monday, April 21

Dear Students:

As the end of the semester is approaching, I am concerned that many of you are far behind in your submissions. Please contact me if you are experiencing problems with the assignments. I need to know what is going on.

Sincerely,

Discussion Board guidelines

Posted on: Tuesday, September 22

Discussion Board guidelines
- Whenever I put up a topic for discussion, I will send you an announcement.
- You will have one week to respond.
- I expect you to respond to the initial topic that I have posted.
- Also, please respond to one of your colleagues, in support of their comment or in opposition to their comment.
- Keep your responses short and sweet; no more than 5 lines in response.
- Of course we might disagree, but we respect each other’s opinion.
- This is counted as part of your Participation Grade.
1- Course Overview

The content of this course deals mainly with curricular design and implementation, and with the design of a continuum of assessments and methodologies that reveal student understanding of important ideas. The core texts for the course are *Understanding by Design, Expanded Second Edition* by Grant Wiggins and Jay McTighe and *The Understanding by Design Professional Development Workbook* by the same authors. Through assigned readings from the core texts, and from a variety of additional sources, you will develop a solid understanding of the fundamental concepts around which each lesson is organized. It is expected that as a future administrator, you will be equipped to develop an instructional vision which encompasses an awareness of the supervisory implications of curriculum design and implementation.

2- The Principles of Learning "Theories of Intelligence"

Overview:
The Principles of Learning were developed by the Institute for Learning at the University of Pittsburgh. These research-based theoretical statements about teaching and learning serve as the infrastructure of the Standards Movement. They are primarily based on the following: Coleman’s Theory of Emotional Intelligence; Coles’ Theory of Moral Intelligence; Feuerstein’s Theory of Structural Cognitive Modifiability; Gardner’s Theory of Multiple Intelligences; Perkins’ Theory of Learnable Intelligence; Piaget’s Theory of Developmental Psychology; Sternberg’s Theory of Triarchic Intelligence and Vygotsky’s Theory of Sociocultural Interaction. The underlying rationale that informs these principles is that intelligence is "learnable." Teaching and learning are organized around the belief that sustained effort yields high achievement.

3- A Standards-Driven System

Overview:
The New Performance Standards resulted from a collaboration of the Learning Research and Development Center of the University of Pittsburgh and the National Center on Education and the Economy, in partnership with states and urban school districts. It was determined that standards would be rigorous, focused, and representative of core knowledge and skills within each discipline. It was also determined that assessments be strictly aligned to the standards. In standards-based schools and classrooms, national and state standards are central to teaching and learning. Standards provide a framework to assist educators in identifying teaching and learning priorities and in designing curricula and assessments. The Principles of Learning are embedded in standards-based learning environments since the expectation is that all students can learn if given the appropriate instruction and support. In standards-based environments students are led to develop powers of mind while at the same time acquire a solid knowledge base. In accordance with the Principles of Learning, students in standards-based learning environments are led to perceive real-life connections in their learning. Models of standards-based work of their peers are in evidence. They are empowered to assume responsibility for their own learning with the teacher as their guide. They are involved in setting learning goals. Since expectations for learning are clear from the outset, students know that assessment is connected to their learning.