

UNIVERSITY OF WISCONSIN-STEVENS POINT
Course Syllabus
EDSU – 921 – Education for Sustainability Theory, Curriculum and Practice
3 credits

Pamela Bork Ph.D.
Contact Information:
pbork@uwsp.edu
715-346-2354

Office hours: by appointment

Course Description:

This course examines educational sustainability theory, curriculum and practice from a global view. A critical lens will be applied to the purpose and value of education both historically and contemporarily to develop the students' core beliefs and values in education and learning.

I. COURSE RATIONALE AND OVERVIEW

- A. Congruency exists regarding how sustainability curriculum, theory and practice should apply to education, but few question its importance. Certainly there are factors that influence the design, implementation, and evaluation of curriculum with a sustainability focus. Throughout this course, students will research instructional delivery, assessment practices, professional development, and comprehensive program planning using a systems thinking approach to learning. (InTASC standards 4, 8, 9 & Wisconsin Administrator Standards 1, 2, & 3)

II. STATEMENT OF SPECIFIC LEARNING OUTCOMES

Concepts, principles, and understandings

- A. Students will analyze the culture of an organization as it aligns with the mission, vision, beliefs, values, and commitments so all people can learn using a educational sustainability focus. (InTASC standards 1, 8, 9 & Wisconsin Administrator Standards 2 & 3)
- B. Students will expand understanding of the role of a professional learning community that demonstrates it is committed to student learning. (InTASC standards 9 & 10 & Wisconsin Administrative Standards 1, 2, 3, & 5)

- C. Students will define educational sustainability within their organizational structure and apply sustainability principles to their respective work. (InTASC standard 10 & Wisconsin Administrative Standard 5)
- D. Students will know the elements of educational sustainability necessary to improve student or people's performance and the positive impact of leadership at the classroom level, within a school, and across a organizational system. (InTasc Standards 1, 8, 9, & 10; Wisconsin Administrator Standards 1, 2, & 3)
2. Students will demonstrate understanding of the legislative requirements in schools and organizations such as NO Social Promotion, No Child Left Behind, and other state and federal laws and regulations as it relates to research, instructional improvement, and systemic planning. (InTASC Teacher Standards 7 & 8; Wisconsin Administrator Standards 1, 4, & 7)
- E. Attitudes, interests, and appreciates
1. Participants will believe and value the educability of all people young and old and help communicate the vision of high standards of learning. Participants will value that education can increase awareness of how we can use the principles of sustainability to create more inclusive world. (InTasc Standards 2, & 10; Wisconsin Administrator Standards 1, 2, 3, 5, 6, & 7)
- F. Habits, conduct, and skills
1. Students will engage in activities that will enhance their skills in effectively communicating the vision and mission of the school using education for sustainability framework. (InTASC Standards 9 & 10; Wisconsin Administrator Standards 1 & 2)
2. Students will analyze and write curriculum for their workplace that reflects a systems thinking approach and demonstrate how sustainability was used to inform management and/or instructional decisions. (InTASC Standards 2, 3, 7, & 8, 9; Wisconsin Administrator Standards 1, 2, 3, & 4)
3. Students will evidence will how they would use financial, human, and material resources and align them to the goals of the organization to support continuous improvement and sustainability practices. (– InTASC Standards 9 & 10; Wisconsin Administrator Standards 3, 4, & 6)
4. Students will analyze and disaggregate student performance data for the following categories of students: minority, special education, low socio-economic, English-as-a-second language, and white students and write a

narrative of the finding and design a plan of improvement. (InTASC Standards 2, 9; Wisconsin Administrator Standards 1, 2, & 5)

5. Students will articulate the recommended changes in their organization, workplace or school that could be improved by applying sustainability principles (InTASC standards 9, 10; and Wisconsin Administrative Standards 1, 5)

III. UNITS OF THE COURSE

Unit I—Bases for Sustainability and Curriculum Planning—Goals and Values

A. Content Description:

Students will construct a definition for the term sustainability, curriculum, and understand how sustainability principles can be applied to teaching and learning. Students will determine the bases for curriculum planning and how these bases are used to set goals, plan, develop, and implement curricula. Students will reflect on their personal values and recognize how their values influence curriculum planning.

- a. *Curriculum Planning: A Contemporary Approach* (8th ed.), pages 51-63
- b. One Critical Response to Professional Reading to be determined by instructor
- c. One Critical Response to Professional Reading to be determined by Diversified Grade Level Professional Learning Communities for learning exchange during next week's session

Unit II—Bases for Curriculum Planning—Social Forces: Present and Future

A. Content Description:

Students will determine and assess contemporary social, political, and cultural forces and factors that influence curriculum and what is taught in schools and organizations. Students will consider importance of incorporating individual differences, including those pertaining to cultural and linguistic background, into futures planning.

Unit III—Developing and Implementing the Curriculum—Approaches to Curriculum Development

A. Content Description

Students will assimilate sustainability theory and research into curriculum planning. Students will realize the difference between subject-centered and student-centered curricula. They will analyze the recent trends in curriculum

planning and debate the role of standards and the quest for even higher standards in curriculum development.

UNIT IV—Considerations Education for Sustainability Curriculum and Instruction given the various of stages of learning development, cultural or linguistic backgrounds.

A. Content Description

Students will realize all learners are different and all learners have specific needs. Students will realize a wide range of instructional practices, approaches, methods, and curriculum materials must be incorporated into planning for curriculum and instruction. Students will debate the need for grade and subject level curriculum and content standards that have been applied to these stages of development.

UNIT V—Developing and Implementing the Curriculum—Curriculum and Instruction

A. Content Description:

Students will scrutinize the interrelationships between curriculum, instruction, and “authentic pedagogy.” Students will examine UbD – Understanding by Design, UDL – Universal Design for Learning and Curricular planning frameworks.

Unit VI—Bases for Curriculum Planning—Learning and Learning Styles

A. Content Description:

Students will examine the key principles sustainability and compare these to behavioral and cognitive learning theories and demonstrate how all these theories are considered in curriculum planning. Students will assess their philosophy of education and articulate how this philosophy influences their teaching and curriculum planning.

Unit VII—Bases for Curriculum Planning—Human Development *and* Implementing Curriculum—The Curriculum in Action: Overview

A. Content Description

Students will interview leaders, teachers or colleagues on the tenants of sustainability. They will also conduct a brief survey and disaggregate the results of the survey to determine the receptiveness of educators to implement the principles of sustainability in their classrooms or workplace.

Unit VIII—Developing and Implementing the Curriculum—Workplace presentation

A. Content Description

Students will determine how sustainability principles apply to their current workplace or educational environment. Each student will present a short persuasive presentation on how they would introduce sustainability in their current setting.

IV. EVALUATION PROCEDURES PERCENT

A. Participation

15%

Students will be an **be an active member of their professional learning community. Students will support one another in discussions with professional dispositions**

B. Educational Sustainability Platform:

20%

The Educational Sustainability Platform is a self-reflective document to provide students with a means to describe their basic values and beliefs. It helps students communicate their values and beliefs to staff, parents, and members of the community. It allows one to evaluate if values and beliefs are based on solid research and if these values and beliefs are actualized in practice.

- See Appendix A for expandable template

In conjunction with the Educational Platform, students will create an actual learning segment using a curriculum writing framework integrating sustainability principles.

- See Appendix F for directions
- See Appendix G for expandable template
- See Appendix H for rubrics

C. Critical Response to Professional Readings

25%

The critical response to professional reading requires the reader to engage and interact with readings through questioning, reflection, analysis, and synthesis. Critical responses are not a “parroting” or description of what was read, but upper level thinking processes incorporating the demands of the reading specialist working within the realm of curriculum and instruction. Two responses will be required each week. One will be assigned by the instructor. The other will be determined by the needs of each professional learning community.

- See Appendix B for expandable template

- See Appendix C for the rubric

D. Educational Sustainability Research Paper (APA) 25%

This 8-10 page paper should be a synthesis of textbook readings, the Curriculum and Instruction Educational Platform, the Standards-based Curriculum Design, and your group presentation on Curriculum in Action. Only four references outside your textbook and class work are required for this paper.

- See Appendix D for directions
- See Appendix E for rubric

E. Final Exam: Organizational Presentation 15%

This will be a presentation that will be posted on-line for student feedback. Each student will provide a persuasive argument for why sustainability curriculum, practices for theories should be integrated into their work place. This presentation should be professionally articulated using prezi, Powerpoint or other technologies.

- See Appendix I for rubric

V. TEXTBOOK: Required

Educator Strand

Smart by Nature
Ecological Literacy
Curriculum Gone Wild

Higher Education Strand

Higher Education a Case for Sustainability Across the Curriculum
Sustainable Higher Education Curricula – Face the Future

Community/Non-formal Education Strand

Toward Sustainable Communities
Sustainable and Resilient Communities

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act

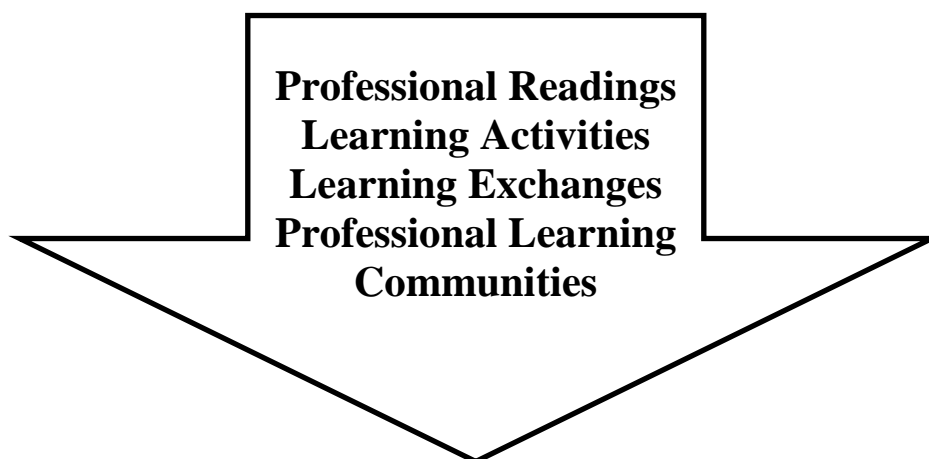
The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

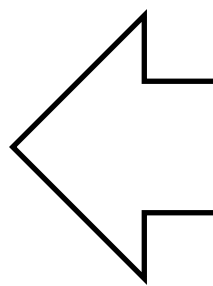
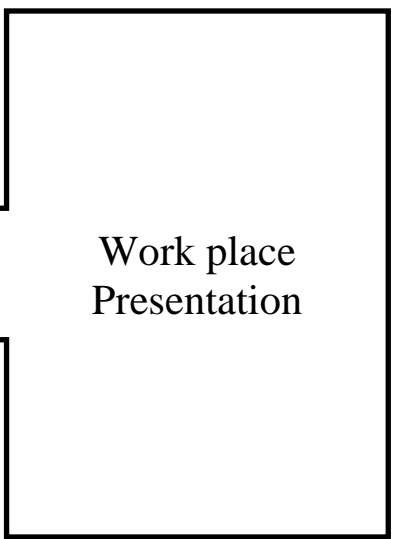
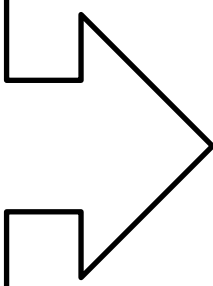
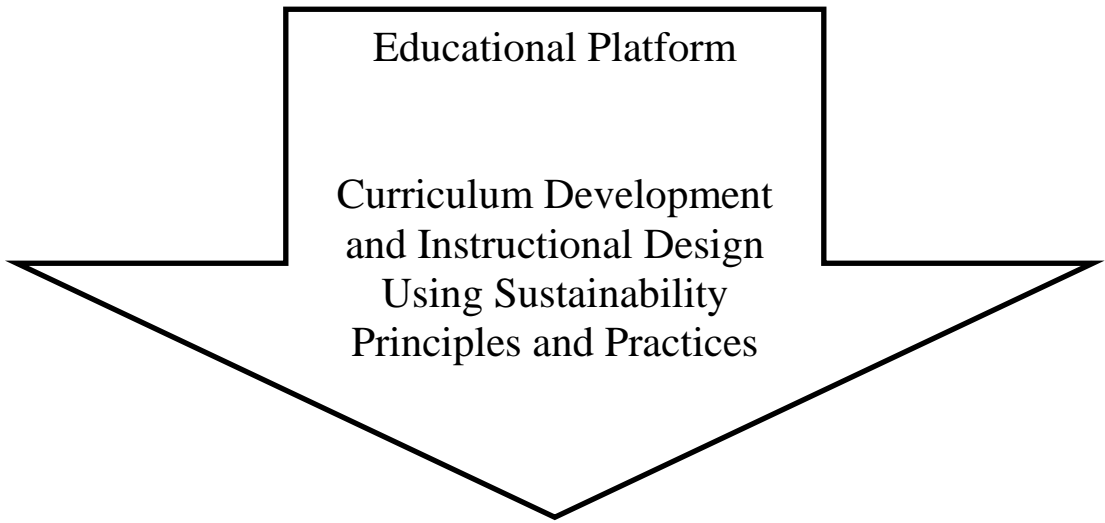
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here: <http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.

FLOW CHART: LEARNING CONNECTIONS AND EVALUATION PROCEDURES





VI. GENERAL BIBLIOGRAPHY

In addition, participants should become familiar with the following professional curriculum journals: Educational Leadership, Phi Delta Kappan, Subject matter journals (e.g. Social Education), Elementary School Journal, and Curriculum Inquiry.

Baker, R., DuFour, R., & Burnette, R. (2002). *Getting started: Recruiting schools to become professional learning communities*. Bloomington, IN: National Education Service.

Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: the case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Brown, J. L. (2004). *Making the most of understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Educational Leadership. (2007, February). [Themed issue]. *Improving instruction for students with learning needs*. 64(5).

Educational Leadership. (2007, December). [Themed issue]. *Informative assessment*. 65(4).

Educational Leadership. (2008, February). [Themed issue]. *Teaching students to think*. 65(5).

Educational Leadership. (2008, May). [Themed issue]. *Reshaping high schools*. 65(8).

Educational Leadership. (2008, December). [Themed issue]. *Date: Now what?* 66(4).

Educational Leadership. (2009, April). [Themed issue]. *Supporting English language learners*. 66(7).

- English, F. (2000). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum*. Thousand Oaks, CA; Corwin Press.
- Foriska, T. J. (1998). *Reconstructing around standards: A practitioner's guide to design and implementation*. Thousand Oaks, CA: Corwin Press, Inc.
- Fullan, M. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum & assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lieberman, A., Miller, L. (1999). *Teachers: Transforming research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2003). *What works schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McTighe, J., & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
- O'Shea, M. R. (2005). *From standards to success*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Pollock, J. E. (2007). *Improving student learning one teacher at a time*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Popham, W. J. (2001). *The truth about testing: An educator's call to action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2002). *The leader's guide to standards: A blueprint for educational equity and excellence*. San Francisco: Jossey-Bass.
- Reeves, D. B. (2004). *Accountability for learning: How teachers and school teachers can take charge*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2009). *Leadership change in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2007). *The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization*. San Francisco: Jossey-Bass.
- Schmoker, M. (1999). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (2001). *The results handbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Alexandria, VA: Association for Supervision and Curriculum Development.

ONLINE RESOURCES

Alliance for Excellence in Education <http://www.all4ed.org>

ASCD free newsletter sign-up <http://www.smartbrief.com/ascd>

Badgerlink: Wisconsin Educators' source for free professional journals including journals from IRA and ASCD <http://www.badgerlink.net>