

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Education Leadership Program
Course Syllabus

Course Number and Title

EDLE 616.601: Curriculum Development and Evaluation (3 credits) [Summer, 2010]

Instructor

Name: Dr. Alan Sturrock

Phone: 703-993-3633 [gmu]; 410-257-6453 [home]

Email: asturro1@gmu.edu

Fax #: 703-993-3643

Website: www.taskstream.com

Mailing Address: 4085 University Drive
Fairfax, VA 22030

Office Hours: Mondays, 1:30 to 3:30pm [Commerce]; before & after class meeting times.

Office Location: EDLE Office, Commerce Building, Suite 200, University Drive (room #113)

Program Vision: The Education Leadership Program is devoted to improving the quality of pre-K through 12 education through teaching, research and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

Schedule Information

Class Location: Fairfax HS, Room xxx

Class Days/Times: Mondays, Wednesdays, tbd

Course Description: Examines relationship of written, taught, and tested curriculum; and identifies critical leadership decisions that can positively impact student achievement. Identifies components of effective curriculum guides, and constructs guide for personal use. Mini document for personal use is constructed.

Textbooks:

English, Fenwick J. (2000). *Deciding What to Teach and Test*: Corwin Press.

[The required text[s] is/are available in the GMU Bookstore in the Johnson Center]

Reference texts (optional use as resources. Purchase not required)

Jacobs, Hayes H. (2010) *Curriculum 21: Essential Education for a Changing World*
Alexandria, VA: Association for Supervision and Curriculum Development (ASCD)

Jacobs Hayes, H. (2004). *Getting Results with Curriculum Mapping*
Alexandria, VA: Association for Supervision and Curriculum Development (ASCD)

Virginia Standards of Learning

Relationships to Program Goals and Professional Organizations: The importance of strengthening and guiding instruction in educational settings is a leadership theme of academic and professional organizations alike. The purpose of the course is to strengthen the knowledge, skills and dispositions of EDLE candidates as instructional leaders and managers. The course provides models for (1) designing and managing curriculum; (2) relating to school board policy, professional development, and budget to effective instructional leadership; (3) constructing effective teacher-friendly curriculum guides; and (4) collecting and using demographic data to create a plan for improved student performance.

This course meets applicable competencies, standards, and guidelines set forth by the Virginia Department of Education (VA DOE), Interstate School Leaders Licensure Consortium (ISSLC), National Council for Accreditation of Teacher Education (NCATE), and Educational Leadership Constituent Council (ELCC), as shown below.

VA DOE Competencies (a 1,3,4,5 and 6; c1; e1; f 4,5)

NCATE Guidelines (Strategic Leadership: 1.3, 1.6, 2.4; Instructional Leadership: 3.3, 3.4, 3.5, 3.6, 3.9; Organizational Leadership: 9.1)

ELCC Standards (2.1a; 2.2a,b,c; 2.3 a,b,c ;2.4a,b,c; 6.1f)

Learner Outcomes: Students who successfully complete the requirements for EDLE 616 will be able to:

[i] demonstrate an in-depth knowledge of curriculum design, development and evaluation and connect all parts to ELCC standards in the design [and presentation] of a mini curriculum framework

[ii] demonstrate the ability to analyze school demographic and assessment data and use the same to create a professional development plan [PDP] to improve student performance in two critical areas

[iii] identify an emerging/controversial issue in curriculum development/evaluation and create a plan to serve as a guide for educators to fully understand it [the plan should connect best thinking/practices on the issue to 2 or 3 essential questions]

[iv] investigate the components of a well-formed BOE policy on curriculum development/evaluation and apply that knowledge to *solve* a problem either at a specific grade level or content area.

Internship [EDLE 791]: For questions relating to the connections between the Internship and coursework, please talk with either [i] the Instructor, or [ii] your Internship Advisor.

Nature of Course Delivery: A variety of instructional methods are used to cover the subject matter and create a dynamic, interactive learning environment. These methods may include large and small group discussions, case studies, media, Internet assignments, lecture, guest practitioners, group presentations, interviews, collaborative learning and reflection. There is some out-of-class work expected. *The challenge is to become a community of learners.*

Course Requirements: You are expected to attend each class because discussion, presentations and hands-on activities are critical parts of the course. The completion of and reflection on assigned readings, **constructive participation** in discussions and group work as well as on-line communication with group members are routine expectations. *Access to a computer and a GMU email account are essential because you will receive important information from the university only on your GMU account and only GMU email accounts may be used to communicate with the instructor.* You must also have an account in **Taskstream**.

If missing a class is unavoidable, you are responsible for notifying the instructor (preferably in advance). **It is your responsibility to check with class colleagues for notes and assignments and complete any missed assignments and readings, etc. before the start of the next class.** All absences **may** affect your final grade because of

the heavy emphasis on class participation. All written assignments must be completed on a word processor (unless otherwise indicated) and turned in on or before the due date.

Late assignments will lower your grade on the project, and will not be accepted or given credit if received 48 hours late. Specific course requirements and assigned due dates *may* be altered as the instructor receives input from you and your classmates about your school calendars. To plan and complete group projects, you may need to meet with other group members at times other than during scheduled class sessions.

Evaluation and Grading:

Because EDLE 616 is a graduate level course, high quality work is expected in class and on all assignments. Assignments 1, 2, 3 & 4 are graded by a rubric. In this way, the rubric can both inform the completion of the assignments and serve as an instrument to assess your grade for the activity. **Assignments # 1 and 2 are program performance-based assessments and are to submitted on Taskstream.**

This course is designed to further develop and expand your managerial and ethical skills in the area of instructional leadership and management. You will be assessed on your ability to analyze situations from the broad perspective of a school administrator, and be expected to view the impact of the decisions from a systematic perspective and from the benefit to student learning.

The grading assessment scales and assigned percentages shown below are guidelines only. Your final grade for the semester will reflect the instructor's judgment of your classroom performance as you attempt to demonstrate leadership behaviors, perspectives and attitudes.

Students may rewrite an assignment [other than the final group project] for re-grading within one week of receipt. The original assignment should be clipped/stapled to the re-write.

Grading Scale:

| | |
|--|-----------|
| Participation in class, contribution to group learning | 10 points |
| Assignment #1 | 40 points |
| Assignment #2..... | 20 points |
| Assignment #3..... | 15 points |
| Assignment #4..... | 15 points |

TOTAL: 100 points

A+=100 points
 B+=87-89 points
 C=75 -79 points

A=95-99 points
 B=83 -86 points
 F=74 points or below

A- =90-94 points
 B- =80 -82 points

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as physical or mental impairment that substantially limits a major life activity such as learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. Candidates with disabilities who need course adaptations or accommodations because of a disability, must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. To access the DRC, see www.gmu.edu/student/drc or telephone 703-993-2472

College of Education & Human Development Statement of Expectations:

[i] Students are expected to exhibit professional behavior and dispositions [see <http://gse.gmu.edu> for a listing of same]

[ii] Students must agree to abide by the University policy for responsible use of computing [see http://www.gmu.edu/catalog/apolicies/#TOC_H12 for explanation of same]

**Assignment # 1: Design of Curriculum Framework
 (Mini Curriculum Project: Group Project)
 REQUIRED PERFORMANCE**

PURPOSE:

The purpose of this assignment is to demonstrate knowledge of a program model for curriculum design, delivery, and assessment.

ASSIGNMENT:

In small groups design and construct the framework of a curriculum guide for aspiring educational leaders. The document is not to exceed 12 pages, including references that are written in APA style. Components to be included in the curriculum framework are listed in the directions below.

Group presentations of the curriculum framework will be scheduled for the last 2 class sessions and is limited to 20 minutes, including questions from your classmates. The presentation must include technology and provide a handout for the audience. To receive feedback on your presentation, your group also needs to design a rubric for your classmates to complete at the close of your remarks.

DIRECTIONS:

- Come to a consensus on a philosophy and/or vision for your aspiring leader’s program.
- Conduct Internet searches of other leadership programs across the nation (and world).
- Interview both seasoned and new administrators about what they believe beginning administrators need to learn to be successful in the principalship.
- Ask teachers to suggest content for a leadership development program.
- Read articles about how schooling will be in the next 5 to 50 years (futurists) and then discuss among the group members the essential knowledge, skills, and dispositions that will be needed by educational leaders and managers in the future.
- Identify and read research studies and articles on leadership development that identify the essential knowledge, skills, and dispositions and the mental models needed for educational leaders.
- Be creative in your ideas about the different teaching methods that could help aspiring leaders learn, how they will be assessed, activities for learning, and locations where leadership development could occur.
- Check the web sites of educational organizations, the State Departments of Education, accrediting agencies to discover the requirements and suggested content and activities for leading-edge programs.
- Collect information and ideas about leadership development from other sources selected by your group.
- Synthesize those data that your group collects from various sources and make content and format decisions for your curriculum document. Select the essential knowledge, skills, and dispositions that your group members believe should be included in a curriculum for aspiring leaders. Then, construct a matrix to validate and support what your group considers “the right curriculum.” Select one of the items on your matrix and use a modified “backward design” lesson plan to teach the item to aspiring leaders.

Your curriculum framework should include the following components:

1. a philosophy and/or vision for the aspiring leaders’ program (group consensus)
2. a validation matrix with at least 6 sources (include ISLLC, NCATE, ELCC, VA DOE components)
3. a list of the critical knowledge, skills, and dispositions needed by aspiring leaders
4. a list of essential questions to guide the content of your curriculum framework
5. one lesson using the simplified backward design model
6. a reference page to document the sources used when collecting data and constructing the framework.

Grading Rubric
Design of Curriculum Framework
(Mini Curriculum Project)

| ELCC Standards | Criteria | Exceeds Expectations 4 | Meets Expectations | Approaching expectations | Below Expectations | Score |
|---|---|--|--|---|---|--------------|
| Demonstrates ability to recommend the design, implementation, and evaluation of a curriculum to accommodate diverse needs of learners (2.2b) [weight 40%] | <p>Describes proposed curricular area</p> <p>Includes philosophy or vision statement that relates to area of study</p> <p>Includes Essential Questions</p> <p>Lists selected knowledge, skills and dispositions as desired outcomes</p> <p>Includes a validation matrix for the selected knowledge, skills, and disposition</p> | <p>Proposed curricular area is identified and adequately and clearly described.</p> <p>Statement is clear with adequate reference to the needs of the diverse student learners.</p> <p>Philosophy is succinctly written and shows reflective thought.</p> <p>Questions are clear, thought provoking and appropriate for the project.</p> <p>An ample number of knowledge, skills and dispositions are listed (6 or more in each category).</p> <p>Validation</p> | <p>Proposed curricular area is identified AND adequately described</p> <p>Statement is clear with adequate reference to diverse learners</p> <p>Questions are clearly constructed and appropriate for curriculum project</p> <p>An adequate number of knowledge, skills, and dispositions are listed (4 in each category).</p> <p>Validation matrix is clearly constructed and easy to understand. A minimum of 6 sources are cited.</p> | <p>Proposed curricular area is identified or described, but not both</p> <p>Statement is vague or rambling with some reference to student learning</p> <p>Questions are somewhat appropriate</p> <p>Knowledge skills and dispositions are appropriate but only one or two are included in each category</p> <p>Validation matrix is clear, but less than 6 sources are cited.</p> | <p>Proposed curricular area is not identified or described.</p> <p>Vision and/or philosophy are not included.</p> <p>Essential questions are not included or questions are appropriate.</p> <p>Selected knowledge skills and dispositions are not included.</p> <p>Validation matrix for knowledge, skills, and dispositions is not included.</p> | |

| | | | | | | |
|---|---|---|---|---|---|--|
| | | matrix has 6 or more sources cited and are clearly constructed and easy to understand. Eight or more appropriate references are included [cited in APA style] | Six or more appropriate references are cited. | Fewer than 6 appropriate references are cited. | No references are cited. | |
| Demonstrates ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials [weight 15%] | Includes suggestions for instructional methods, experiences, activities, and assessments. | Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated. Suggestions show reflective thought. | Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated | Appropriate instructional methods, experiences, activities, or assessments are included, but not all. | Appropriate instructional methods, experiences, activities and/or assessments are not included. | |
| Demonstrates ability to use and promote technology and information systems to enrich curriculum and instruction (2.2c) [weight 10%] | Includes suggestions for using technology to enrich curriculum and instruction. | Adequate and appropriate suggestions for using technology to enrich curriculum and instruction practices are included in the lesson design, along with citations for finding resources. | Adequate and appropriate suggestions for using technology to enrich curriculum and instructional practices are included in the lesson design. | Some technology use is included in the lesson design, but its use may not be appropriate. | Technology use is not included in the lesson design. | |
| Demonstrates ability to assist [personnel in understanding and applying best practices for student learning (2.3a). [weight 15%] | Includes a sample lesson design. | Sample lesson uses the “backward design” model (expected outcomes, evidence that expected outcomes are met, and appropriate learning activities to help students meet expected outcomes). Includes at least two guiding questions for the lesson. | Sample lesson uses the “backward design” model (expected outcomes, evidence that expected outcomes are met, and appropriate learning activities to help students meet expected outcomes). | Sample lesson design is included but lacks one or more elements of the “backward design” model. | Sample lesson design is not included. | |

| | | | | | | |
|--|---|--|---|--|--|--------------------|
| Apply human developmental, learning, and motivational theories to the learning process 2.3b) for students learning (2.3a) [weight 15%] | Includes learning concepts from Understanding by Design, such as <i>essential questions</i> , as a guide to the curriculum project. | Essential questions are clearly constructed, thought-provoking, and appropriate for the curriculum project. Other elements of UBD are included (Wiggins & McTighe, 2005) | Essential questions are clearly constructed and appropriate for the curriculum project. | Essential questions are somewhat appropriate. | Essential questions are not included or are inappropriate for the project. | |
| [weight 5%] | Spelling, grammar, mechanics | The project is error free and clearly and professionally presented | The project has no spelling errors and no more than two mechanical errors. | The project has some spelling grammar, and/or mechanical errors. | The project has multiple errors in spelling, and/or mechanics | Total Score |

Candidates who want grades A and B cannot have scores of 0 or 1 on any criteria listed above.

General comments and/or suggestions (Optional):

**Assignment #2: Demographic Analysis of Assessment Data
(Study of Demographic Information and Assessment Data for Improved Student
Performance)**

****REQUIRED PERFORMANCE****

Purpose:

The purpose of this assignment is to demonstrate that ability to analyze demographic and test data (Standards of Learning or other test results) **as it relates to curriculum improvement**. Each candidate will obtain above mentioned information from their schools, and create a 5 step professional development plan to help teachers improve student performance in two curriculum areas. (An individual learning activity completed during and outside of class). Candidates will present their findings to the class.

Assignment:

Prepare, at minimum, a CASE STUDY utilizing the analysis of actual demographic and test data from your school, and then lead a group discussion on what a good a professional development plan for helping teachers improve student performance in two curriculum areas might be.

Instruction:

1. Review and describe recent assessment results from your selected school.
2. Assess the school culture in the school you select
3. Describe and analyze the cultural diversity in your school (race, ethnicity, ESL, SPED, SES and gender)
4. Analyze the data in two academic areas. Include a detailed description of your findings and conclusions regarding curriculum you obtain from your results.
5. Create an “action plan” to target the two curriculum areas you selected for improving student achievement.
6. Use adult learning strategies and create a professional growth plan to help teachers and other school personnel address the aforementioned methods to improve student achievement.

Analysis of Assessment Data
Grading Rubric

| ELCC Standards | Criteria | Exceeds Expectations 4 | Meets expectations 3 | Approaching Expectations 2 | Below Expectations 1 | Score |
|--|---|---|---|--|--|--------------|
| Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community [6.1f] [weight 25%] | Analyzes and describes the cultural diversity in a school community | Cultural diversity in the school and its community is described and analyzed (race, ethnicity, gender, age, socio-economic status, English language learners, and special education). Major changes in each of these 7 categories over the last 3 years are included. | Cultural diversity in the school is described and analyzed (race, ethnicity, gender, age, socio-economic levels, English language learners, and special education). | Cultural diversity is described and analyzed, but lacks information on all 7 categories (race, ethnicity, gender, age, socio-economic status, English language learners, and special education). | Either analyzed or describes the cultural diversity of the school, but not both | |
| Candidates assess school culture using multiple methods...[2.1] [weight 25%] | Assesses school culture using multiple methods and strategies | School culture is adequately assessed using multiple methods and strategies. Each method or strategy is described in detail. | School culture is adequately assessed, using multiple methods and strategies. | Assessment or school culture is incomplete. | School culture is not assessed | |
| Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement [2.3c] [weight 15%] | Uses appropriate research strategies to promote an environment for improved student achievement | Appropriate research strategies to promote an environment for improved student achievement are employed. Strategies reflect the students learning needs that are analyzed from the school's demographic information and assessment | Appropriate research strategies to promote an environment for improved student achievement are employed. Strategies reflect the students learning needs that are analyzed from the school's demographic information and | Uses demographic information and assessment data when applying best practices to ensure student learning in 2 academic areas. Only one research strategy is used OR one or more research strategies are used | Research strategies and/or demographic information and assessment data are not used. | |

| | | | | | | |
|---|--|---|---|---|--|--------------------|
| | | data in 2 academic areas. Includes a rationale for using each strategy. | assessment data in 2 academic areas. | incorrectly. | | |
| <p>Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional programs.....[2.4a]</p> <p>Candidates demonstrate the ability to use strategies....to form comprehensive professional growth plans..[2.4b]</p> <p>Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning [2.4c] [weight 30%]</p> | Works collaboratively with teachers and school personnel to develop and implement well-planned professional development programs that reflect adult learning strategies and a commitment to life-long learning | Plan is based on the demographic information and test data collected at the school. Plan shows evidence of appropriate adult learning strategies, a commitment to life-long learning, and collaborative planning with teachers and other school personnel in the development of the plan. . | Plan is based on the demographic information and test data collected at the school. Plan shows evidence of appropriate adult learning strategies and a commitment to life-long learning. Includes teachers and other school personnel to inform the professional growth plan. | Plan is based on the demographic information and test data collected at the school. Plan includes appropriate adult learning strategies or shows evidence of collaboration. OR reflects a commitment to life-long learning, but not all three elements are present. | Plan is not based on the school's demographic information and test data and/or does not include appropriate learning strategies for adults, a collaborative development process, and a commitment to life-long learning. | |
| [weight 5%] | Spelling, Grammar, mechanics | The project is error free and is clearly and professionally presented | The project has no spelling errors and no more than 2 mechanical errors | The project has some spelling , grammar and/or mechanical errors | The project has multiple errors in spelling and/or mechanics | Total Score |

Candidates who want grades A and B cannot have scores of 0 or 1 on any criteria listed above.

General comments and/or suggestions (Optional):

Assignment #3

CURRICULM CHANGE for Professional Development

Identify, Investigate and Create a Professional Development Plan for a Selected Curriculum Issue (Group or Individual Project –IN CLASS)

Purpose:

As educators, we are frequently faced with instructional issues directly related to the written curriculum. The purpose of this assignment is to demonstrate the ability to synthesize information that is reflective of current [or future] issues surrounding curriculum implementation in our schools. Candidates will demonstrate their ability to identify and ascertain specific concerns related to their selected issue, and will present their plan to class colleagues.

Assignment:

You [singular or plural] will identify a current/future curriculum issue and create a PD plan that serves as a guide for educators. Candidates may use a variety of information gathering methods including interviews with peers, administrators and/or central office personnel; you may also wish to obtain information from the text as well as curriculum guides. Prepare a 3-5 page plan that is designed to assist educators in their understanding of the curriculum issue and includes a

professional development component based on your analysis. Be prepared to present your plan to colleagues..

**Professional Development Plan
Grading Rubric**

| | Criteria | Exceeds Expectations 4 | Meets Expectations | Approaching expectations | Below Expectations | Score |
|--------------|--|--|---|---|--|--------------|
| [Weight 25%] | <p>Clearly identifies a curricular issue/area that includes a rationale that relates to area of study</p> <p>Exemplifies the 'taught' curriculum format, including [i] assessing prior knowledge [ii] essential; Q & understandings [iii] modeling main concept [iv] differentiation where appropriate [v] assessing for understanding</p> | <p>Proposed curricular area is identified and adequately and clearly described.</p> <p>All elements of the 'taught' curriculum are in evidence</p> | <p>Proposed curricular area is identified AND adequately described</p> <p>Some elements of the 'taught' curriculum are in evidence [3 out of 5]</p> | <p>Proposed curricular area is identified or described, but not both</p> <p>One or two elements [only] of the 'taught' curriculum are in evidence</p> | <p>Proposed curricular area is not identified or described.</p> <p>No elements are in evidence</p> | |
| [Weight 35%] | <p>Includes a professional development plan that is includes a rationale, materials, instructional methods and a guide for on-going assessment</p> | <p>Appropriate [1] instructional methods, [2] experiences, [3] activities, and [4] assessments are included and clearly stated. Suggestions show reflective thought.</p> | <p>Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated [one of each]</p> | <p>Appropriate instructional methods, experiences, activities, or assessments are included [but not all listed]</p> | <p>Appropriate instructional methods, experiences, activities and/or assessments are not included.</p> | |
| [Weight 15%] | <p>Includes suggestions for using technology to</p> | <p>Adequate and appropriate suggestions for using</p> | <p>Adequate and appropriate suggestions for using</p> | <p>Some technology use is included in the lesson design,</p> | <p>Technology use is not included in the lesson design.</p> | |

| | | | | | | |
|--------------|--|--|--|--|--|--------------------|
| | enrich curriculum and instruction. | technology to enrich curriculum and instructional practices are included in the lesson design, along with citations for finding resources. | technology to enrich curriculum and instructional practices are included in the lesson design. | but its use may not be appropriate. | | |
| [Weight 15%] | The professional development plan clearly reflects the needs of the identified curriculum issue. | Essential questions are clearly constructed, thought-provoking, and appropriate for the curriculum project. | Essential questions are clearly constructed and appropriate for the curriculum project. | Essential questions are somewhat appropriate. | Essential questions are not included or are inappropriate for the project. | |
| [Weight 10%] | Spelling, grammar, mechanics | The project is error free and clearly and professionally presented | The project has no spelling errors and no more than two mechanical errors. | The project has some spelling grammar, and/or mechanical errors. | The project has multiple errors in spelling, and/or mechanics | Total Score |

Assignment #4

Identify critical school board policy for curriculum development and evaluation Individual Assignment

Purpose:

As educators, it is important that we have a clear understanding of the educational policies developed by our school boards, and our responsibility as educational leaders to implement them. This assignment will challenge your ability to investigate a particular policy adopted by a chosen school board and examine its impact on student learning and achievement.

Assignment:

Prepare at minimum a 3 -5 page, double spaced document that investigates one chosen school board policy and analyze its components in relation to the needs of a specific grade level or content area. Candidates will conduct interviews with administrators and/or school board members in order to gain detailed knowledge of the policy and its impact at the local school level.

School Board Policy
Grading Rubric

| | Criteria | Exceeds Expectations 4 | Meets Expectations | Approaching expectations | Below Expectations | Score |
|--|--|--|--|---|--|--------------------|
| | <p>Clearly identifies a selected curricular area</p> <p>Includes a statement that relates to area of study</p> <p>Connections made from School Board Policy to grade level and/or content area</p> | <p>Proposed curricular area is identified and adequately and clearly described.</p> <p>Statement is clear with adequate reference to the needs of the student learners.</p> <p>Connections from School Board Policy to grade level and/or content area are clearly and concisely explained</p> | <p>Proposed curricular area is identified AND adequately described</p> <p>Statement is clear with adequate reference to learners</p> <p>Connections from School Board Policy to grade level and/or content area listed</p> | <p>Proposed curricular area is identified or described, but not both</p> <p>Statement is vague or rambling with some reference to student learning</p> <p>Connections from School Board Policy to grade level and/or content area hinted at</p> | <p>Proposed curricular area is not identified or described.</p> <p>No statement is included</p> <p>No connections made</p> | |
| | Candidates will conduct interviews with [a] Administration or [b] School Board members regarding selected policy | .Impact of School Board Policy clearly and concisely presented from multiple interviews [a and b] | Impact of School Board Policy presented from either [a] or [b] | Impact of School Board Policy discussed in general terms | | |
| | | | | | | |
| | Spelling, grammar, mechanics | The project is error free and clearly and professionally presented | The project has no spelling errors and no more than two mechanical errors. | The project has some spelling grammar, and/or mechanical errors. | The project has multiple errors in spelling, and/or mechanics | Total Score |

Candidates who want grades A and B cannot have scores of 0 or 1 on any criteria listed above.

General comments and/or suggestions (Optional):

Tentative Class Schedule**

| <u>Date</u> | <u>Topic</u> | <u>Essential Questions</u> | <u>Readings</u> | <u>Assignment Due Dates</u> |
|--------------------|---|--|---|------------------------------------|
| Session 1 | Introductions Course Overview & Course in 'Miniature' [Simulation #1] | 1. What is the definition of Curriculum? 2. What is Curriculum & what is its function in schools and schooling? | Accessing prior knowledge | |
| Session 2 | [i]Myths about Curriculum; [ii]Curriculum history in the USA [iii] Looking at Assignment #4 | 1. What is the history of curriculum development? 2. What curriculum lessons have we learned from history? | Web-based activity Read Fenwick English, Chapter 1 | |
| Session 3 | [i] Ideologies of Curriculum [ii]Curriculum 'Guides' | 1. What are the philosophies/ ideologies of Curriculum? 2. What does/should a Curriculum Guide look like? [Mr. Dikeman's classroom] | Web-based activity Read Fenwick English, Chapter 2 | Assignment #4 due |
| Session 4 | [i]Sociology of Curriculum— Simulation #2 [ii] Curriculum of the Future [1] | 1. What social issues affect curriculum development? 2. What does curriculum development look like as a result? | Handouts from Instructor | |
| Session 5 | [i] The relationship | 1. What is the | BOE Policy on | |

| | | | | |
|-----------|---|--|---|--|
| | <p>between assessment & curriculum</p> <p>[ii]The Politics of Curriculum</p> | <p>tested curriculum?</p> <p>2. How does NCLB connect the dots between the two?</p> | <p>Curriculum [sample handout]</p> <p>Alfie Kohn reading to be assigned.</p> | |
| Session 6 | [i] Data driven decision making [for curriculum change] | <p>1. How does/should data drive curriculum change?</p> <p>2. What are the implications for school-based staff development</p> | Mini-Case Studies | Assignment #2 [draft for sharing due] |
| Session 7 | <p>[i] Consolidation class & workshop for Assignment #3</p> <p>[ii] Curriculum of the Future [2]</p> | | | Assignment #2 due |
| Session 8 | <p>[i] The Written Curriculum Simulation #3</p> <p>[ii] the UBD model</p> <p>[iii] Curriculum Mapping</p> | <p>1. Who should write the curriculum?</p> <p>2. To Frontload, Backload or....?</p> | <p>Read Fenwick English, Chapter 3</p> <p>Video [Heidi Jacobs]</p> | |
| Session 9 | <p>[i] Staff Development for Curriculum - Change</p> <p>[ii] Liberating the Curriculum [Ayers]</p> | <p>1. How many?</p> <p>2. What are the questions?</p> | <p>Staff Development article [Dennis Sparks] to be assigned.</p> <p>Handout [Ayers]</p> | |

| | | | | |
|------------|--|--|---------------------------------|--|
| | | | | |
| Session 10 | [i] Joining the Dots....CD and PD.... | Individual/ group presentations | | Assignment #3 due [in class assignment] |
| Session 11 | [i] Aligning the Curriculum [ii] Curriculum Monitoring & Evaluation | 1. What are the major obstacles to aligning the curriculum? 2. Why evaluate the curriculum? | Read Fenwick English, Chapter 4 | |
| Session 12 | Group Projects Class Wrap-up [by Heraclitus] | | | Assignment #1 due [Group Projects] |
| | | | | |
| | | | | |
| | | | | |

****Syllabi created in a learner vacuum are by nature, imperfect****

*****A make-up session will be scheduled, if needed, to replace any session that is cancelled due to weather conditions. ******