

GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

**Education Leadership Program**  
*Course Syllabus*

**Course Number and Title**

EDLE 616.601 Curriculum Development & Evaluation (3 credits)  
Fall, 2020.

**Meeting Dates & Times [& Location]:** Wednesdays, 4:45 through 7:45pm, from September 9<sup>th</sup> to December 9<sup>th</sup>, 2020. [Location: both asynchronous & synchronous [Zoom].

**Instructor**

**Name:** Dr. Alan Sturrock  
**Office Hours:** Mondays, 3 to 5:00pm, or by appointment [Zoom].  
**Office Location:** Thompson Hall, Suite 1300 [Fairfax campus]  
**Phone:** 703-993-4413 [GMU]  
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**Fax #: 703-993-3643**

**Website:** Blackboard [<http://mymsnportal.gmu.edu>]

**Class BLOG:**

**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.

**Prerequisites:** EDLE 620, EDLE 690, and EDLE 791.

**Course Description:** In three Units [micro, micro-macro, and macro] EDLE 616 examines relationship of written, taught, and tested curriculum; and understands and can demonstrate the capacity to design, implement & evaluate high quality curricula that supports instructional improvement, equity, student learning and instructional leadership; and develops and evaluates curricula that promote reflection, digital literacy, and data literacy.

### **Nature of Course Delivery:**

**This course will be delivered 100% online, using a combination of asynchronous and synchronous [Zoom] format. Edle 616 will be available on Blackboard on or before September 6<sup>th</sup>.**

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, group Blog submissions, 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.**

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

**Video/Screencasting Tools:** You may use Kaltura, Jing, to record your videos and Discussion Board assignments.

**Group Work:** You may use Google Docs or Wikis to collaborate with colleagues on group assignments. Discussion Board group activities will be pre-assigned on Blackboard.

**Bb Collaborate/Zoom:** You may communicate also with colleagues using these platforms. Zoom is also an option for Office Hours.

**Email:** All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

### **Expectations**

- **Course Week:**

Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Wednesdays, and finish on Tuesdays. [Fall and Thanksgiving holidays will be observed].**

- **Log-in Frequency:**

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least daily [or several times per week].

- **Participation:**

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:**

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:**

**Students should anticipate** some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**

**Please be aware that this course is not self-paced.** Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or Skype. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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

[i] demonstrate an in-depth knowledge/understanding of curriculum design, development and evaluation and connect all parts to NELP standards; understands and can demonstrate the capacity to design, implement & evaluate high quality curricula that supports instructional improvement, equity, student learning and instructional leadership; and develops and evaluates curricula that promote reflection, digital literacy, and data literacy.

[ii] demonstrate the ability to analyze school demographic and assessment data for the purposes of recommending an improvement process that includes data collection, diagnosis, design & implementation, and ground same in research-based strategies for continuous improvement.

[iii] identify a problematic/controversial issue in curriculum development/design/evaluation [in your school/school system] and create a problem-based framework to serve as a guide for educators to fully understand it. The framework should be ‘UBD-inspired’, grounded in best practices & research, and include a PD component.

[iv] investigate the components of a well-formed BOE policy on curriculum development/evaluation/equity [at a specific grade level/content area], apply that knowledge to analyze a policy/practice[s] gap and involve stakeholders in a discussion on resolving that aforesaid gap.

**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), National Education Leadership Preparation (NELP) 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)

**NELP Standards:** Strategic Leadership (1.2), Equity, Cultural

Responsiveness(3.1, 3.2), High Quality Curricula, PD, Data Literacy(4.2, 4.3)

ELCC Standards [2011]: (1.1), (1.2), (1.3), (1.4), (2.2), (2.3), (2.4), (3.4), (3.5), (4.1), (6.2) and (6.3).

### **Textbooks**

Lalor, Angela Di Michelle [2017]. *Ensuring High-Quality Curriculum [How to Design, Revise or Adopt Curriculum Aligned to Student Success]*. Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].

**[recommended—optional, not required]:**

Mooney, Nancy J & Ann T. Mausbach (2008). *Align the Design: A Blueprint for School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].

Virginia Standards of Learning

### **Course 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 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.

This course is designed to further develop and expand your managerial and ethical skills in the areas of instructional leadership and management. You will be assessed on your ability to analyze situations from the broad perspective of an emerging 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 project] for re-grading within one week of receipt. The original assignment should be clipped/stapled/attached to the re-write.

### **TK20 Performance-Based Assessment Submission Requirements**

Every student registered for any EDLE Course with a required performance-based assessment is required to submit these assessments, [a] **Curriculum Design framework**, and [b] **Demographic Analysis for Improved Student Performance**, to TK20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed

upon completion of the required Tk20 submission, the IN will convert to some F nine weeks into the following semester.

**Course Requirements:** Since the ‘advent’ of Covid-19, the delivery of instruction has been primarily a mix of asynchronous and synchronous [Zoom, WebEx, etc.] learning. However, instructor expectations for discourse, presentations and hands-on activities--critical parts of the course--remain the same.

*Online sessions will feature Group Discussion Board & Individual Journal submissions.* The completion of and reflection on assigned readings, **constructive participation** in discussions and group work as well as on-line communication – as needed-- 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.*

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.

### **Grading Scale:**

|  |           |
|--|-----------|
| Participation in class [attendance, class blog, class discourse] | 20 points |
| Assignment #1 .....  | 15 points |
| Assignment #2.....   | 35 points |
| Assignment #3.....   | 30 points |

TOTAL: 100 points

A+=100+ points

A=95-100 points

A- =90-94 points

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

B=83 -86 points  
F=74 points or below

B- =80 -82 points

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions always.

See: <http://cehd.gmu.edu/students/policies-procedures/>

### Tentative Class Schedule\*\*

[Notes: [i] Other than chapters from the Lalor text, all readings and videos [to be viewed] can be found on Blackboard[Bb]]; [ii] the format column describes whether the session is asynchronous [online] or synchronous [online, Zoom]

| Week                 | Format  | Topic/Activities  | Assigned Readings, Viewings.                     | Assignments  |
|----------------------|---|---|--|--|
| Session 1<br>Sept 9  | <b>Synchronous</b><br><b>[Zoom]</b>   | Unit 1 L1:<br>Introduction—<br>the Course in<br>Miniature   | <b>Please refer to<br/>Units &amp; Lessons..</b> | <b>Discussion<br/>Board [2]<br/>submissions<br/>[individual &amp;<br/>group]</b> |
| Session 2<br>Sept 16 | <b>Asynchronous</b>   | Unit 1 L2: The<br>Taught & Hidden<br>Curriculum   |  | <b>Journal<br/>submission<br/>[individual]</b>                                   |
| Session 3<br>Sept 23 | <b>Asynchronous</b><br><b>[Class Blog-<br/>blogchat --<br/>Assignment #1]</b> | Unit 1 L3: The<br>Written<br>Curriculum   |  | <b>Discussion<br/>Board<br/>submission<br/>[group]</b>                           |
| Session 4<br>Sept 30 | <b>Asynchronous</b><br><b>[Zoom]</b>  | Unit 1 L4: The<br>Tested<br>Curriculum  |  | <b>Assignment #1<br/>due</b>   |
| Session 5<br>Oct 7   | <b>Synchronous</b><br><b>[Zoom]</b>   | Unit 1 L5:<br>Conceptual<br>Frameworks<br>[Understanding<br>by Design &<br>Curriculum<br>Mapping] |  |  |
| Session 6<br>Oct 14  | <b>Asynchronous</b>   | Uni2 2—<br>Introduction<br>L6: Curriculum   |  | <b>Discussion<br/>Board<br/>submission</b>                                       |

|                      |  |  |   |  |
|----------------------|--|--|---|--|
|                      |  | Evaluation   |   | [group]                                      |
| Session 7<br>Oct 21  | <b>Synchronous<br/>[Zoom]</b>  | Unit 2 L7:<br>Curriculum<br>Alignment                                    |   | Journal<br>submission<br>[individual]        |
| Session 8<br>Oct 28  | <b>Asynchronous<br/>[Class Blog-<br/>blogchat –<br/>Assignment #2]</b> | Unit 2 L8:<br>Curriculum<br>Development &<br>Professional<br>Development |   |  |
| Session 9<br>Nov 4   | <b>Asynchronous</b>  | Unit 3:<br>Introduction<br>L10: History of<br>Curriculum                 |   | Assignment #2<br>due to Tk20                 |
| Session 10<br>Nov 11 | <b>Asynchronous</b>  | Unit 3 L11:<br>Philosophies of<br>Curriculum                             |   | Journal<br>submission<br>[individual]        |
| Session 11<br>Nov 18 | <b>Synchronous<br/>[Zoom]</b>  | Unit 3 L12:<br>Sociology of<br>Curriculum                                |   | Discussion<br>Board<br>submission<br>[group] |
| [Nov 25]             | <b>Happy<br/>Thanksgiving</b>  | No Class meeting   |   |  |
| Session 12<br>Dec 2  | <b>Asynchronous<br/>[Class Blog-<br/>blogchat-<br/>Assignment #3]</b>  | L12: Politics of<br>Curriculum   |   |  |
| Session 13<br>Dec 9  | <b>Synchronous[Zoom]</b>   | Course Themes<br>revisited/ Wrap-<br>up                                  | Essential Q<br>revisited; course<br>themes; wrap up | Assignment #3<br>due to Tk20                 |
|                      |  |  |   |  |

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

A make-up session [or 'E' Learning Class] will be scheduled, if needed, to replace any session that is cancelled due to weather conditions.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- **For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>**
- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-

1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### **Assignment #1 [15 points]**

#### **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 existing improvement processes.

#### **Assignment:**

Prepare at minimum a 6 to 8 page, double spaced *essay* that investigates one chosen school board policy and analyze its components in relation to the needs of a [i] specific grade level or [ii] content area. Candidates will conduct interviews with administrators and/or multiple stakeholders in order to gain detailed knowledge of the policy and its impact at the local school level.

#### **School Board Policy Assessment Rubric [Assignment #1]**

**[Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. [NELP : 1.2; ELCC: 6.3]**

| <b>Criteria</b>                           | <b>Exceeds Expectations<br/><i>90 to 100%</i></b> | <b>Meets Expectations<br/><i>80 to 89%</i></b> | <b>Approaching Expectations<br/><i>70 to 79%</i></b> | <b>Falls Below Expectations<br/><i>0 to 69%</i></b> |
|---|---|--|--|---|
| Includes a statement that relates to area | The statement is clear with adequate              | The statement is clear with adequate           | The statement is vague or rambling with              | No statement is included.                           |

|  |  |   |  |   |
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| of study<br>[weighting<br>15%]   | reference to<br>the needs of<br>student<br>learners.   | reference to<br>learners.   | some reference<br>to student<br>learning.  |   |
| Connections<br>made from<br>School Board<br>Policy to<br>grade level<br>and/or content<br>area<br>[weighting<br>45%]                             | Connections<br>from School<br>Board Policy<br>to grade level<br>and/or content<br>area in existing<br>improvement<br>processes are<br>clearly and<br>concisely<br>explained. | Connections<br>from School<br>Board Policy<br>to grade level<br>and/or content<br>area listed.                      | Connections<br>from School<br>Board Policy to<br>grade level<br>and/or content<br>area are<br>vaguely<br>suggested | No connections<br>are made.   |
| Candidates<br>conduct<br>interviews<br>with an<br>Administration<br>or [b]<br>Stakeholders<br>regarding<br>selected policy<br>[weighting<br>35%] | The impact of<br>the School<br>Board Policy is<br>clearly and<br>concisely<br>presented from<br>multiple<br>interviews [a<br>and b].   | The impact of<br>the School<br>Board Policy<br>is presented<br>from either<br>interview [a]<br>or interview<br>[b]. | The impact of<br>the School<br>Board Policy is<br>discussed in<br>general terms.                                   | The impact of<br>the School<br>Board Policy is<br>not discussed.          |
| Spelling,<br>grammar,<br>mechanics<br>[weighting<br>5%]  | The project is<br>error free and<br>clearly and<br>professionally<br>presented   | The project<br>has no<br>spelling errors<br>and no more<br>than two<br>mechanical<br>errors.                        | The project has<br>some spelling<br>grammar,<br>and/or<br>mechanical<br>errors.                                    | The project has<br>multiple errors<br>in spelling,<br>and/or<br>mechanics |

## **Design of Curriculum Framework—[Assignment #2]-[35 points]**

The purpose of this assignment is to demonstrate—*on a smaller scale*-- knowledge of program design in curriculum as evidenced in the creation of a *problem-based* model to be used by emerging leaders in your school/school system.

As one of the middle courses in the licensure program, creating a leadership framework in Curriculum allows students [i] an opportunity to reflect on what they've learned about site-based leadership to date and [ii] what they would still like to explore. Finally, creating the framework ties all [if not most] of the major elements of EDLE 616 together, allowing students to apply what they've learned in a concrete way [theory to practice], such as aligning the program [written, taught, tested curriculum] with standards and assessments, as well as implementing the ideas of Backwards Design [UBD].

*These concepts can then be applied to solving any persistent curricular problem/issue as a site-based leader. Some examples of smaller-scale, problem-based program designs in Curriculum might be: Special Education, Contemporary Issues [including Equity], Global Education, Urban Settings, Technology Integration, Leadership for ELL Students, Blended Learning, Problem-based Learning, etc.*

### **Instructions:**

Students should first explore and research existing several [at least 3] problem Curriculum programs in their school/school district, then design and construct a Curriculum Framework [in PowerPoint] to address that problem. The PowerPoint should not exceed 25 to 30 slides, including references that are written in APA style. Components to be included in the Curriculum Framework are listed below [see Rubric]:

### **Your curriculum framework should be comprised of 3 parts:**

- [i] Part 1 consists of the conceptual design: Philosophy/Vision, Research Rationale, Essential Questions, Knowledge, Skills, Dispositions, Connections to Standards and should be grounded in Adult Learning Theory
- [ii] Part 2 comprises a Design Overview, 5 to 6 course offerings & brief descriptions, [along with course assessment[s]—formative or summative];
- and [iii] Part 3 should include a UBD designed Professional Development Session [on ONE of the courses], and References written in APA style.

\*it is recommended that you submit the Conceptual Design [Part 1] as a Draft for feedback, at least ONE week prior to submitting the Assignment.

| Criteria   | Levels of Achievement |                    |                          |                          |
|--|-----------------------|--------------------|--------------------------|--------------------------|
|  | exceeds expectations  | meets expectations | approaching expectations | falls below expectations |
| <p><b>NELP 6.3</b></p> <p><b>ELCC 6.3</b><br/>Program completers understand and demonstrate skills in supporting the district's collective instructional and leadership capacity to address emerging school issues.</p> <p>Weight 20.00%</p> | 90 to 100 %           | 80 to 89 %         | 70 to 79 %               | 0 to 69 %                |
| <p><b>NELP 3.2</b></p> <p><b>ELCC 6.2</b><br/>Program completers understand, and demonstrate the capacity to advocate and cultivate for equitable access to opportunities, resources and instructional materials.</p> <p>Weight 10.00%</p>   | 90 to 100 %           | 80 to 89 %         | 70 to 79 %               | 0 to 69 %                |
| <p><b>NELP 1.1</b></p> <p><b>ELCC 1.1</b><br/>Program completers</p>   | 90 to 100 %           | 80 to 89 %         | 70 to 79 %               | 0 to 69 %                |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>understand and demonstrate the capacity to design, communicate and evaluate a district mission and vision, in supporting learning for all stakeholders.</p> <p>Weight 10.00%</p>   | <p>design model includes [i] a strong mission &amp; philosophy statement; [ii] a vision for a program of excellence; [iii] specific indicators of knowledge, skills and dispositions served; [iv] and at least 4 essential questions to guide the program.</p> | <p>design model includes 3 out of the 4 elements listed.</p>                                       | <p>design model includes 2 out of the 4 elements listed.</p>                                       | <p>design model only focuses on 1 of the elements listed.</p>                              |
| <p><b>NELP 4.2</b></p> <p><b>ELCC 2.2</b><br/>Program completers understand and can demonstrate the capacity to evaluate a comprehensive, rigorous, and coherent curricular and instructional school program, that fosters digital literacy, data literacy, equity and improvement for all students.</p> <p>Weight 15.00%</p> | <p>90 to 100 %</p> <p>Proposed curriculum design model incorporates current Adult Learning theories, multiple assessment (formal &amp; informal) models, opportunities to showcase diverse learners, and strong evidence of a backward design model[UBD].</p>  | <p>80 to 89 %</p> <p>Proposed curriculum design model includes 3 out of the 4 elements listed.</p> | <p>70 to 79 %</p> <p>Proposed curriculum design model includes 2 out of the 4 elements listed.</p> | <p>0 to 69 %</p> <p>Proposed curriculum design model focuses only on 1 element listed.</p> |
| <p><b>NELP 4.4</b></p> <p><b>ELCC 2.3</b></p>   | <p>90 to 100 %</p> <p>Proposed</p>   | <p>80 to 89 %</p> <p>Proposed</p>  | <p>70 to 79 %</p> <p>Proposed</p>  | <p>0 to 69 %</p> <p>Proposed</p>   |

|  |  |  |   |   |
|--|--|--|---|---|
| <p>Program completers understand and demonstrate the capacity to design, implement &amp; evaluate coherent [and differentiated] systems of curriculum, instruction and assessment.</p> <p>Weight 15.00%</p>  | <p>curriculum design model reflects differentiation in the design, and a strong inquiry-based approach to learning in the entire course sequence.</p>                          | <p>curriculum design model includes evidence of 2 out of the 3 elements listed.</p>                | <p>curriculum design model includes evidence of 1 out of the 3 elements listed.</p>       | <p>curriculum design model only hints at generalities in all the elements listed.</p> |
| <p><b>NELP 4.1</b></p> <p><b>ELCC 2.4</b><br/>Program completers understand and can demonstrate the capacity to design high quality curriculum by using technologies for improved classroom instruction, student achievement and continuous school improvement.</p> <p>Weight 10.00%</p> | <p>90 to 100 %</p> <p>Proposed curriculum design model incorporates the application of technologies in classroom instruction, student achievement, and school improvement.</p> | <p>80 to 89 %</p> <p>Proposed curriculum design model includes 2 out of the 3 elements listed.</p> | <p>70 to 79 %</p> <p>Proposed curriculum design model lists only one of the elements.</p> | <p>0 to 69 %</p> <p>No elements are included in the overall design.</p>               |
| <p>Unblemished Prose.</p> <p>Weight 5.00%</p>  | <p>90 to 100 %</p> <p>Proposed curriculum design model is error free.</p>  | <p>80 to 89 %</p> <p>Proposed curriculum design model contains 1 or 2 errors.</p>                  | <p>70 to 79 %</p> <p>Proposed curriculum design model contains 5 or more errors.</p>      | <p>0 to 69 %</p> <p>Proposed curriculum design model is riddled with errors.</p>      |

**Study of Demographic Information and Assessment Data  
for Improved Student Performance [30 points]—Assignment #3 [30 points]**

**Purpose**

The purpose of this assignment is to demonstrate students’ ability to analyze demographic and test data (Standards of Learning or other test results) as it relates to curriculum and/or instructional improvement. Each student will obtain the above-mentioned information from their schools and analyze strengths/weaknesses of existing SIP/Action Plans with a view to helping teachers improve student performance in **two curriculum areas**. Candidates should also include recommendations for involving school staff in the change process, including relevant (recent) research-based strategies as a part of the effort to lead school improvement.

**Assignment**

Prepare, at minimum, a Mini-Case Study (12 to 15 pages, including graphics) utilizing the analysis of actual demographic and test data from your school, and, after examining existing site-based SIP/Action Plans at your school, analyze the strengths and weaknesses in the SIP/Action Plans with a view to helping teachers/staff members improve student performance in the two targeted curriculum areas.

**Plan of Action**

1. Locate the most recent AYP/AMO data for your school.
2. Identify demographic information for your school as it relates to AYP/AMO data for NCLB sub-groups.
3. Analyze the data in two academic areas. Include a brief description of your findings and conclusions regarding curriculum/instruction deficit areas.
4. Examine and critique existing site-based “action plans” (focusing on strengths and weaknesses) that target the two curriculum areas you selected for improving student achievement. Discuss with colleagues in your school why this problem exists [and why it persists] and probable causes for action plan strengths/weaknesses.
5. Locate 3 current research-based strategies (recent) that would help [i] target the identified deficit areas, and [ii] strengthen (and improve) the delivery of curriculum/instruction to improve future student performance in those areas.
6. Finally, make recommendations to site-based leadership on ways to involve school staff in the change process.

| Criteria   | Levels of Achievement   |  |  |  |
|--|---|--|--|--|
|  | exceeds expectations  | meets expectations   | approaching expectations   | falls below expectations                                       |
| <b>NELP: 3.1<br/>ELCC 4.1<br/>Program completers</b> | <b>90 to 100 %</b><br>Cultural diversity in the school and its community is | <b>80 to 89 %</b><br>Cultural diversity in the school is described and | <b>70 to 79 %</b><br>Cultural diversity is described and analyzed, but | <b>0 to 69 %</b><br>Cultural diversity of either the school or |

|   |   |  |   |  |
|---|---|--|---|--|
| <p><b>understand and demonstrate the capacity to evaluate, cultivate and advocate for a supportive and inclusive district culture.</b><br/>Weight 20.00%</p>  | <p>described and analyzed (race, ethnicity, gender, age, socio-economic status, English language learners, and special education) over at least the last three years.</p>   | <p>analyzed (race, ethnicity, gender, age, socio-economic levels, English language learners, and special education) over the last three years.</p>   | <p>lacks information on all 7 categories.</p>   | <p>community is analyzed, but not both.</p>  |
| <p><b>NELP: 4.2<br/>ELCC 1.2<br/>Program completers understand and demonstrate the capacity to evaluate, design and cultivate coherent systems of support, coaching and PD that promote reflection, digital literacy, distributed leadership data literacy and equity in the pursuit of achievable school/district goals.</b><br/>Weight 15.00%</p> | <p><b>90 to 100 %</b><br/>Candidates provide evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness and equity, provide support &amp; coaching in the pursuit of achievable school goals.</p> | <p><b>80 to 89 %</b><br/>Candidates provide evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</p> | <p><b>70 to 79 %</b><br/>Candidates provide evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</p> | <p><b>0 to 69 %</b><br/>Candidates do not provide evidence, or demonstrate an ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</p> |
| <p><b>NELP: 1.2<br/>ELCC 1.3<br/>Program completers understand</b></p>  | <p><b>90 to 100 %</b><br/>Candidates provide evidence of a superior ability to promote continual and</p>  | <p><b>80 to 89 %</b><br/>Candidates provide evidence of an adequate ability to promote continual and</p>   | <p><b>70 to 79 %</b><br/>Candidates provide evidence of some ability to promote continual and</p>   | <p><b>0 to 69 %</b><br/>Candidates do not provide evidence or demonstrates an inability to promote</p>   |

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>and demonstrate the capacity to lead continuous and sustainable improvement processes that engage diverse stakeholders in data collection, diagnosis, design and evaluation. Weight 15.00%</b></p>  | <p>sustainable school improvement through thoughtful data analysis, diagnosis and research.</p>   | <p>sustainable school improvement though data analysis,</p>   | <p>sustainable school improvement.</p>  | <p>continual and sustainable school improvement.</p>  |
| <p><b>NELP: 4.3<br/>ELCC 2.2<br/>Program completers understand and demonstrate the capacity to analyze culturally responsive assessments &amp; data collections, that support instructional improvement, equity &amp; student learning. Weight 15.00%</b></p> | <p><b>90 to 100 %</b><br/>Current school action plan(s) are analyzed in relation to identified achievement gap areas.<br/>Instructional practices, equity, instructional programs, and assessments that support student learning in two curriculum areas are described and evaluated.</p> | <p><b>80 to 89 %</b><br/>Current school action plan(s) are analyzed in relation to identified achievement gap areas.<br/>Instructional practices and/or instructional programs, and/or assessments that support student learning in two curriculum areas are described and evaluated.</p> | <p><b>70 to 79 %</b><br/>Current school action plan(s) are analyzed in relation to identified achievement gap areas.<br/>Instructional practices, programs, and assessments are not clearly described or evaluated.</p> | <p><b>0 to 69 %</b><br/>Limited analysis provided of school action plan(s) in relation to identified achievement gap areas.<br/>Instructional practices, programs, and assessments are not addressed.</p> |
| <p><b>Spelling, grammar, mechanics. Weight 5.00%</b></p>  | <p><b>90 to 100 %</b><br/>The project is error free and is clearly and professionally presented.</p>  | <p><b>80 to 89 %</b><br/>The project has no spelling errors and no more than two mechanical errors.</p>   | <p><b>70 to 79 %</b><br/>The project has some spelling, grammar and/or mechanical errors.</p>   | <p><b>0 to 69 %</b><br/>The project has multiple errors in spelling and/or mechanics.</p>   |



