George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 616.601, Fall 2021
A Hybrid Course
Curriculum Development and Evaluation
Tuesdays, 4:45 – 7:45pm, Robinson Secondary, Room E100 (Library)
Face-to-face, asynchronous/synchronous, BBCU/Zoom
September 7 – December 7

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Prerequisites: EDLE 620, EDLE 690, and EDLE 791

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.

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 using the hybrid model with a combination of face-to-face [50%] asynchronous [25%] and synchronous [25% BBCU/Zoom] format. *EDLE 616 will be available on Blackboard on or before Sept 7th*.

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
- 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
- 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/

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:**

Our week will start on **Tuesdays, and finish on Mondays. Face-to-face classes will begin at 4:45 pm on Tuesdays, synchronous classes will meet on the regularly scheduled day during times published. Asynchronous activities will be completed during the week as you see fit.**

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the Instructor (e.g., Blackboard, VIA, hard copy).

- **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 <u>daily [or several times per week]</u>. For synchronous sessions, students should read/view lesson materials prior to class meeting.

- **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)

Textbook*s*

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.

VIA 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 VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA 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 [both of which could include both video and podcast versions]. 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, discussion boards, journals]   140 points
 Assignment #1 ………………………………………………………   50 points
 Assignment #2……………………………………………………… 100 points
 Assignment #3……………………………………………………… 110 points
                                                        TOTAL: 400 points

A+=400+ points   A=375-400 points   A- =350-374 points
B+=335-349 points   B=315-334 points   B- =300-314 points
C=275-299 points   F=275 points or below

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	Topic/Activities	Essential Questions	Assignments/ Reading
Session 1 September 7 *Face-to-face*	Introduction—the Course in Miniature	What is the definition of curriculum? What is the purpose of curriculum & what is its function in schools and schooling?	Accessing prior knowledge. *Discussion Board submission*
Session 2 September 14 *Asynchronous*	Myths about Curriculum Historical influences on Curriculum Assignment #1 –Q/A	What is the history of curriculum development? What curriculum lessons have we learned from history?	*Text Chapter* Curriculum Philosophies' Inventory. Text: Chapter
Session 3 September 21 *Asynchronous*	Ideologies of Curriculum Curriculum & Pacing 'Guides'	What are the main philosophies / ideologies of curriculum? What does/should a curriculum guide look like? [Mr. Rago's or Mr. Keating's classroom]	*Discussion Board submission [group]*
Session 4 September 28 *Face-to-face*	Sociology of Curriculum: Simulation The Politics of Curriculum: An introduction	What social issues affect curriculum development? What does curriculum development look like as a result?	Weblinks Read David Berliner, "Fixing the Schools Isn't Everything"
Session 5 October 5 *Asynchronous*	The relationship between Assessment & The Tested Curriculum The Politics of Curriculum NCLB: What changes **might** re-authorization have wrought on behalf of children? Assignment #2 continued: Q/A	What is the tested curriculum? How does NCLB connect the dots between the two?	<mark>Assignment #1 due</mark> Assigned Reading Read "Politics and Education Don't Mix"
Session 6 October 12 *Asynchronous* PF2F	Introduction to UBD [1] & the Written Curriculum Inequality & The Case Against Standardized Testing	NCLB or UBD or….?	*Discussion Board submission [group]* Handouts and Weblinks
Session 7 October 19	UBD continued [2] The Taught Curriculum		Handouts and Weblinks

Asynchronous	Introduction to Curriculum Mapping [1]		
Session 8 October 26 *Face-to-face*	Curriculum Development & Professional Development	Class Workshop for <u>Assignment #2</u>	*Journal submission Individual/ discussion board*
Session 9 November 2 Election Day *Asynchronous*	SOL and UBD and Curriculum Mapping – Connections? Aligning the Curriculum Generic vs. specific curriculum	Who should write the curriculum? To front or backload? What is curriculum mapping? Why should we align the curriculum?	**Assignment #2 due to VIA** Text Chapter:
Session 10 November 9 *Asynchronous*	Curriculum Evaluation - 'City Drive Case Study' Curriculum Alignment - Continued	Why align the curriculum? What are the obstacles?	Discussion/ 'City Drive Case Study' Responsive Classroom Weblink
Session 11 November 16 *Face-to-face*	New ideas on Curriculum Design & Implementation 21st century curriculum/learning and the Common Core	What are the key curriculum issues facing school leaders today?	*Discussion Board submission [group],* Handouts
November 23	***Thanksgiving Week***		No Assignments
Session 12 November 30 *Asynchronous*	Essential Understandings & Essential Skills Curriculum Development and Professional Development Class Workshop for Assignment #3	How can instructional leaders provide effective professional development to their faculty?	*Journal submissions [2] individual*
Session 13 December 7 *Face-to-face*	Course Themes revisited/ Wrap-up		Essential Q revisited; course themes; wrap up. **Assignment #3 due to VIA.**

Syllabi created in a learner vacuum are by nature, imperfect

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

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 https://ds.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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- **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.

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

Assignment #1 [50 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]

Criteria	Exceeds Expectations *90 to 100%*	Meets Expectations *80 to 89%*	Approaching Expectations *70 to 79%*	Falls Below Expectations *0 to 69%*

Includes a statement that relates to area of study [weighting 15%]	The statement is clear with adequate reference to the needs of student learners.	The statement is clear with adequate reference to learners.	The statement is vague or rambling with some reference to student learning.	No statement is included.
Connections made from School Board Policy to grade level and/or content area [weighting 45%]	Connections from School Board Policy to grade level and/or content area in existing improvement processes are clearly and concisely explained.	Connections from School Board Policy to grade level and/or content area listed.	Connections from School Board Policy to grade level and/or content area are vaguely suggested	No connections are made.
Candidates conduct interviews with an Administration or [b] Stakeholders regarding selected policy [weighting 35%]	The impact of the School Board Policy is clearly and concisely presented from multiple interviews [a and b].	The impact of the School Board Policy is presented from either interview [a] or interview [b].	The impact of the School Board Policy is discussed in general terms.	The impact of the School Board Policy is not discussed.
Spelling, grammar, mechanics [weighting 5%]	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

<u>Design of Curriculum Framework—[Assignment #2]-[100 points]</u>

The purpose of this assignment is to demonstrate—*<u>on a smaller scale</u>*-- 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 conceptual 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, connections to current best practice research and adult learning theory, 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, Social Emotional Learning, Distance Learning Challenges, 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-- 4 to 5 course offerings & brief descriptions, connections to Essential Questions, [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 in Part 2], and References written in APA style.

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

	Levels of Achievement			
Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
NELP 6.3 Program completers understand and demonstrate skills in supporting the district's collective instructional and leadership capacity to address emerging school issues. Weight 20.00%	90 to 100 % Proposed curriculum design model reflects [i] current best practices; [ii] emerging trends; [iii] connections to Standards; and [iv] current research on Leadership Programs.	80 to 89 % Proposed curriculum design model includes [a] emerging trends, and [b] 2 other elements listed.	70 to 79 % Proposed curriculum design model includes [a] emerging trends, and [b] 1 other element listed.	0 to 69 % Proposed curriculum design model suggests (generally) trends, best practices and current research.
NELP 3.2 Program completers understand, and demonstrate the capacity to advocate and cultivate for equitable access to opportunities, resources and instructional materials. Weight 10.00%	90 to 100 % Proposed curriculum design model demonstrates candidate's superior ability to advocate for policies and programs that promote equitable learning opportunities for all students	80 to 89 % Proposed curriculum design model demonstrates candidate's ability to advocate for policies and programs that promote equitable learning opportunities for all students	70 to 79 % Proposed curriculum design model demonstrates some capacity to advocate for policies and programs that promote equitable learning opportunities for all students	0 to 69 % The proposed model does not include evidence of the ability to advocate for policies and programs that promote equitable learning opportunities for all students
NELP 1.1 Program completers understand and demonstrate the	90 to 100 % Proposed curriculum	80 to 89 % Proposed curriculum	70 to 79 % Proposed curriculum	0 to 69 % Proposed curriculum

capacity to design, communicate and evaluate a district mission and vision, in supporting learning for all stakeholders. Weight 10.00%	design model includes [i] a strong mission & 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.	design model includes 3 out of the 4 elements listed.	design model includes 2 out of the 4 elements listed.	design model only focuses on 1 of the elements listed.
NELP 4.2 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. Weight 15.00%	90 to 100 % Proposed curriculum design model incorporates current Adult Learning theories, multiple assessment (formal & informal) models, opportunities to showcase diverse learners, and strong evidence of a backward design model[UBD].	80 to 89 % Proposed curriculum design model includes 3 out of the 4 elements listed.	70 to 79 % Proposed curriculum design model includes 2 out of the 4 elements listed.	0 to 69 % Proposed curriculum design model focuses only on 1 element listed.
NELP 4.4 Program completers understand and	90 to 100 % Proposed	80 to 89 % Proposed	70 to 79 % Proposed	0 to 69 % Proposed

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

**Study of Demographic Information and Assessment Data
for Improved Student Performance — Assignment #3 [110 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.

	Levels of Achievement			
Criteria	**exceeds expectations**	**meets expectations**	**approaching expectations**	**falls below expectations**
NELP: 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate and advocate for a	**90 to 100 %** Cultural diversity in the school and its community is described and analyzed (race, ethnicity, gender, age, socio-economic status, English language	**80 to 89 %** Cultural diversity in the school is described and analyzed (race, ethnicity, gender, age, socio-economic levels, English language learners, and	**70 to 79 %** Cultural diversity is described and analyzed, but lacks information on all 7 categories.	**0 to 69 %** Cultural diversity of either the school or community is analyzed, but not both.

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supportive and inclusive district culture. Weight 20.00%	learners, and special education) over at least the last three years.	special education) over the last three years.		
NELP: 4.2 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. Weight 15.00%	**90 to 100 %** Candidates provide evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness and equity, provide support & coaching in the pursuit of achievable school goals.	**80 to 89 %** 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.	**70 to 79 %** 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.	**0 to 69 %** 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.
NELP: 1.2 Program completers understand and demonstrate the capacity to lead continuous and sustainable improvement processes that engage diverse	**90 to 100 %** Candidates provide evidence of a superior ability to promote continual and sustainable school improvement through thoughtful data analysis, diagnosis and research.	**80 to 89 %** Candidates provide evidence of an adequate ability to promote continual and sustainable school improvement though data analysis,	**70 to 79 %** Candidates provide evidence of some ability to promote continual and sustainable school improvement.	**0 to 69 %** Candidates do not provide evidence or demonstrates an inability to promote continual and sustainable school improvement.

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