GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Education Leadership Program
Course Syllabus

<u>***Course Number and Title***</u>
EDLE 616.001: Curriculum Development and Evaluation (3 credits) [spring, 2011]

<u>***Instructor***</u>
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Fairfax, VA 22030

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

<u>***Office Location:***</u> EDLE Office, Commerce Building-- (room #113)

<u>***Program Vision:***</u> 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.

<u>Schedule Information</u>

<u>***Class Location:***</u>   Commerce II, Room 101

<u>**Class Days/Times:**</u>   Wednesdays, 4:30 to 7:10pm
[January 26th – May 18th]

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. (2010). *Deciding What to Teach and Test:* Corwin Press.[3rd edition]

[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)

Virginia Standards of Learning

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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 Competetencies (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 <u>two</u> 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.

<u>Nature of Course Deliver</u>y: 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.*

<u>Course Requirements:</u> 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.

Assignments # 2 and #3[A] are program performance-based assessments and are to be submitted on Taskstream.

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, 3A and 3B 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 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 …………………………………………………………………15 points
Assignment #2………………………………………………………………..20 points
Assignment #3[A]……………………………………………………… 40 points
Assignment #3[B]……………………………………………………… 15 points

                                                    TOTAL: 100 points

A+=100 points	A=95-99 points	A- =90-94 points
B+=87-89 points	B=83 -86 points	B- =80 -82 points
C=75 -79 points	F=74 points or below	

College of Education and Human Development Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Assignment #1

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 [i] specific grade level or [ii] content area. Candidates will conduct interviews with administrators and/or stakeholders in order to gain detailed knowledge of the policy and its impact at the local school level.

School Board Policy
Grading Rubric

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	Criteria	Exceeds Expectations 4	Meets Expectations	Approaching expectations	Below Expectations	Score
	Clearly identifies a selected curricular area [weighting 10%]	Proposed curricular area is identified and adequately and clearly described.	Proposed curricular area is identified AND adequately described	Proposed curricular area is identified or described, but not both	Proposed curricular area is not identified or described.	
	Includes a statement that relates to area of study [weighting 10%]	Statement is clear with adequate reference to the needs of the student learners.	Statement is clear with adequate reference to learners	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	Connections from School Board Policy to grade level and/or content area 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 hinted at	No connections made	

	area [weighting: 40%]					
	Candidates will conduct interviews with [a] Administration or [b] School Board members regarding selected policy [weighting 30%]	.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 [weighting 10%]	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.

Assignment #2: Demographic Analysis of Assessment Data
(Study of Demographic Information and Assessment Data for Improved Student
Performance)
REQUIRED PERFORMANCE [Taskstream]

Purpose:
The purpose of this assignment is to demonstrate the ability to analyze demographic and test data (Standards of Learning or other test results) **as it relates to curriculum and/or instructional improvement.** Each candidate will obtain and analyze above mentioned information from their schools, and analyze strengths/weaknesses of existing Action Plans with a view to *helping teachers improve student performance in two curriculum areas.* (An individual learning activity completed during and outside of class).

Assignment:
Prepare, at minimum, a Mini-CASE STUDY [5 to 7 pages, including graphics] utilizing the analysis of actual demographic and test data from your school, and, after examining existing site-based Action Plans, analyze the *strengths and weaknesses in the Action* Plan with a view to helping teachers/staff members improve student performance in the two targeted curriculum areas.

Instruction:
1. Review and describe recent assessment results from your selected school.
2. Assess the school culture in the school you select: describe and analyze the cultural diversity (race, ethnicity, ESL, SPED, SES and gender, etc.)
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 analyze existing site-based "action plans"—focusing on strengths and weaknesses-- that target the two curriculum areas you selected for improving 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]

[weighting 20%] | Analyzes and describes the cultural diversity in a school community | Cultural diversity in the school and its community is describes and analyzed (race, ethnicity, gender, age, socio-economic status, English language learners, and special education). | 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]

[weighting 20%] | Assesses school culture using multiple methods and strategies | Major changes in each of the 7 categories over the last 3 years are documented. | Some [3 or 4] changes in each of the 7 categories over the last 3 years are documented. | One or two changes in each of the 7 categories over the last 3 years are documented. | No changes are documented. | |
| Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement [2.3c] [weighting 20%] | 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 data in 2 academic areas. Includes a rationale for using each strategy. | 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 data in 2 academic areas. | 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 incorrectly. | Research strategies and/or demographic information and assessment data are not used. | |

Candidates design and demonstrate an ability to analyze existing site Action Plans with a view to constructing well-planned, context-appropriate PD support for teachers in 2 targeted curriculum areas[2.4a]

Candidates demonstrate the ability to use strategies….to form comprehensive professional growth plans..[2.4b]

[weighting 35%] | Works collaboratively with teachers and school personnel to analyze existing site-based Action Plans with a view to designing and implementing well-planned professional development programs that focus on 2 targeted curriculum areas. | 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 the ability to plan collaboratively with teachers to improve 2 targeted curriculum areas. | 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. 1 targeted area for curriculum improvement is included. | 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.

**Assignment #3 [A]: Design of Curriculum Framework
[Mini-Curriculum Group Project]
*** REQUIRED PERFORMANCE*** [Taskstream]**

PURPOSE:

The purpose of this assignment is to demonstrate knowledge of program design in curriculum as evidenced in the creation of a model for emerging leaders in the field.

ASSIGNMENT:
In small groups design and construct the framework of a curriculum guide for aspiring educational leaders. The document is not to exceed 20 pages [25 slides if using PowerPoint], including references that are written in APA style. Components to be included in the curriculum framework are listed in the directions below.

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 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" mini 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 4 to 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 PD lesson using the simplified backward design model [Assignment 3[B]
6. a reference page to document the sources [minimum of 6] 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) [weighting 40%]	Describes proposed curricular area Includes philosophy or vision statement that relates to area of study Includes Essential Questions Lists selected knowledge, skills and dispositions as desired outcomes Includes a validation matrix for the selected knowledge, skills, and disposition	Proposed curricular area is identified and adequately and clearly described. Statement is clear with adequate reference to the needs of the diverse student learners. Philosophy is succinctly written and shows reflective thought. Questions are clear, thought provoking and appropriate for the project. An ample number of knowledge, skills and dispositions are listed (6 or more in each category). Validation matrix has 4 to 6 or more sources cited and are clearly constructed and easy to understand. Six or more appropriate references are included [cited in APA style]	Proposed curricular area is identified AND adequately described Statement is clear with adequate reference to diverse learners Questions are clearly constructed and appropriate for curriculum project An adequate number of knowledge, skills, and dispositions are listed (4 in each category). Validation matrix is clearly constructed and easy to understand. A minimum of 6 sources are cited. Six or more appropriate references are cited.	Proposed curricular area is identified or described, but not both Statement is vague or rambling with some reference to student learning Questions are somewhat appropriate Knowledge skills and dispositions are appropriate but only one or two are included in each category Validation matrix is clear, but less than 6 sources are cited. Fewer than 6 appropriate references are cited.	Proposed curricular area is not identified or described. Vision and/or philosophy are not included. Essential questions are not included or questions are appropriate. Selected knowledge skills and dispositions are not included. Validation matrix for knowledge, skills, and dispositions is not included. No references are cited.	

Demonstrates ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials [weighting 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) [weighting 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). [weighting 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) [weighting 15%]	Includes learning concepts from Understanding by Design, such as *essential questions*, 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 &	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.	

		McTighe, 2005)				
[weighting 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.

Assignment #3 [B]

CURRICULM CHANGE for Professional Development

Identify, Create [and deliver] a Professional Development Session for a Selected Curriculum Issue from Assignment 3[A] (Group or Individual Project –IN CLASS)

Purpose:
As educational leaders, we are frequently faced with instructional issues directly related to the written/taught curriculum, and the challenge of presenting them to colleagues in the schoolhouse. The purpose of this assignment is to demonstrate the ability to deliver a PD session to class colleagues based on a **new** course[or new course idea] identified in Assignment 3[A] utilizing the tenets of the *taught curriculum* & 'backward design'[UBD].

Assignment:
You [singular or plural] will identify a current/future curriculum issue [from Assignment 3A] 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 10 to 15 minute PD presentation that is designed to assist educators in their understanding of the curriculum issue[from Assignment 3A] and which utilizes the format of the Taught Curriculum & 'backward design' [UBD].

Professional Development Plan
Grading Rubric

	Criteria	Exceeds Expectations 4	Meets Expectations	Approaching expectations	Below Expectations	Score
[Weighting 40%]	Clearly identifies a curricular	Proposed curricular area is identified and	Proposed curricular area is identified AND	Proposed curricular area is identified or	Proposed curricular area is not identified or	

	issue/area that includes a rationale that connects to Assignment 3A	adequately and clearly described.	adequately described	described, but not both	described.	
	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	All elements of the 'taught' curriculum are in evidence	Some elements of the 'taught' curriculum are in evidence [3 out of 5]	One or two elements [only] of the 'taught' curriculum are in evidence	No elements are in evidence	
[Weighting 40%]	Includes a professional development plan[UBD] that is includes a rationale, materials, instructional methods and a guide for on-going assessment	Appropriate [1] instructional methods, [2] experiences, [3] activities, and [4] assessments are included and clearly stated. Suggestions show reflective thought.	Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated [one of each]	Appropriate instructional methods, experiences activities, or assessments are included [but not all listed]	Appropriate instructional methods, experiences, activities and/or assessments are not included.	
[Weighting 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.	
[Weighting 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**

Tentative Class Schedule**

Date	Topic	Essential Questions	Readings	Assignment Due Dates
Session 1 [Jan 26]	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 [Feb 2]	[i]Myths about Curriculum; [ii]Historical influences on Curriculum [iii] Looking at Assignment #1	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 [Feb 9]	[i] Ideologies of Curriculum [ii]Curriculum 'Guides' [iii] Assignment #1 – Q/A	1. What are the philosophies/ ideologies of Curriculum? 2. What does/should a Curriculum Guide look like? [Mr. Dikeman's or Mr. Keating's classroom]	Web-based activity Read Fenwick English, Chapter 2	
Session 4 [Feb 16]	[i]Sociology of Curriculum— Simulation #2 [ii] The Politics of Curriculum Looking at Assignment #2	1. What social issues affect curriculum development? 2. What does curriculum development look like as a result?	Handouts from Instructor	Assignment #1 due
Session 5 [Feb 23]	[i] The relationship between assessment	1. What is the tested curriculum?	Kristen Williams' P/P –*Guest Speaker*	

	& curriculum [ii]NCLB: What changes **might** re-authorization have wrought on behalf of children? [ii] Assignment #2 continued: Q/A	2. How does NCLB connect the dots between the two?	[P/P in Taskstream] Alfie Kohn reading [Taskstream]	
Session 6 [Mar 2]	[i] 'Liberating the Curriculum'	1. What does liberating the curriculum look like?	Mini-Case Studies Ayers [Taskstream]	
Session 7 [Mar 9]	[i] Consolidation class & workshop for Assignment #3 [ii] Generic & Specific Curriculum [iii] Introduction to Curriculum Mapping	3. What is the difference between 'generic vs specific' curriculum?		Assignment #2 due [on Taskstream]
[Mar 16]	NO CLASS		SPRING BREAK	
[Mar 23]	No Regular Class Session		EDLE Spring Conference, Thursday March 24 [Johnson Center, 5:00pm]	
Session 9 [Mar 30]	[i] Using Data for Curriculum Change Simulation #3 [ii] the UBD model [iii] Curriculum Mapping [2]	1. Who should write the curriculum? 2. To front or 3. backload? 3. What is curriculum mapping? 4.	Read Fenwick English, Chapter 3 *Guest Speaker* Video [Heidi Jacobs]	
Session 10 [Apr 6]	[i] Staff Development for Curriculum - Change	1. How many?	5 Models of PD[Dennis Sparks] – [Taskstream]	Assignment #3[A] due—on Taskstream

	[ii] 'Packaged Curriculum'…for what and for whom?	2. What is the influence of homeschooling on Curriculum Design/Development?		
Session 11 [Apr 13]	Workshop Class: Assignment #3	Working on individual/ group presentations		
Session 12 [Apr 20]	[i] Aligning the Curriculum [ii] Curriculum Monitoring & Evaluation	1. What are the major obstacles to aligning the curriculum? 2. Why evaluate the curriculum?	Read City Drive Case Study [Taskstream]	Assignment #3[B] due [part 1]
Session 13 [Apr 27]	New Ideas on Curriculum Design and Implementation		Read Fenwick English, Chapter 4	Assignment #3[B] due [part 2]
Session 14 [May 4]	Simulation #5 Group Projects			
Session 15 [May 11]	Group Projects Final Class…..emerging themes/wrap-up			

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. *