GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Education Leadership Program
Course Syllabus

Course Number and Title
    EDLE 616.602: Curriculum Development and Evaluation (3 credits) [Fall, 2011]

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

Office Location: EDLE Office, Commerce Building-- (room #201)

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

Schedule Information

Class Location: Frederick County Admin. Conf. Room

Class Days/Times: Mondays, 4:30 to 7:30pm
                [September 12 through December 12, 2011]

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 and pacing guides, and constructs a Curriculum Design model for emerging leaders.

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 two critical areas

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

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

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

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

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

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

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

Assignments # 2 and #3 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, 3 and 4 are graded by a rubric. In this way, the rubric can both inform the completion of the assignments and serve as an instrument to assess your grade for the activity.

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…………………………………………………………… 40 points
 Assignment #4 …………………………………………………………… 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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ELCC Standards	Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching expectations 2	Below Expectations 1	Score
Candidates apply their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families [**ELCC: 6.3**] [weighting 20%]	Clearly identifies a selected curricular area Includes a statement that relates to area of study	Proposed curricular area is identified and adequately and clearly described. Statement is clear with adequate reference to the needs of the student learners.	Proposed curricular area is identified AND adequately described Statement is clear with adequate reference to learners	Proposed curricular area is identified or described, but not both Statement is vague or rambling with some reference to student learning	Proposed curricular area is not identified or described. No statement is included	

[weighting 40%]	Connections made from School Board Policy to grade level and/or content area	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	
[weighting 35%]	Candidates will conduct interviews with [a] Administration or [b] School Board members regarding selected policy	.Impact of School Board Policy clearly and concisely presented from multiple interviews [a and b]	Impact of School Board Policy presented from either [a] or [b]	Impact of School Board Policy discussed in general terms		
[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**

Assignment #2: Demographic Analysis of Assessment Data
(Study of Demographic Information and Assessment Data for Improved Student
Performance—Individual Assignment)
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 [10 to 12 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 [gap] 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. Suggest future Professional Development plans to strengthen school wide focus on targeted gap areas.

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 [ELCC: 6.1] [weighting 20%]	Analyzes and describes the cultural diversity in a school community [in terms of race, ethnicity, gender, SES, ELL learners, sped learners]—looks at changes over the last 3-5 years]	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… [ELCC: 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 [ELCC: 2.3] [weighting 20%]	Uses appropriate research strategies to promote an environment for improved student achievement. Connects strategies to [a] targeted needs of school learners, and [ii] identified gaps in curriculum/instructional practices	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	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	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.	

		areas. Includes a rationale for using each strategy.	data in 2 academic areas.			
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 **ELCC: 2.4]** [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 [and are based on adult learning needs]	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.	
[weighting 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**

Assignment #3 : Design of Curriculum Framework
[Curriculum Framework Design 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 explore and research existing leadership programs, then individually design and construct a Curriculum Guide Framework 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:

[a]   In small groups……

- 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.
- 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.

[b]   **Individually……**

- 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.
- Synthesize those data that your group collects from various sources and make content and format decisions for your [individual] curriculum document. Select the essential knowledge, skills, and dispositions that you believe should be included in a curriculum framework for aspiring leaders. Then, construct a matrix to validate and support what you consider "the right curriculum." Select one of the concepts in your program design and use a modified "backward design" mini lesson plan to teach that concept to aspiring leaders [Assignment #4]

Your curriculum framework –curriculum map, course offerings & brief descriptions--
should include the following components:
1. a philosophy and/or vision for the aspiring leaders' program
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 mini-lesson using the simplified backward design model [Assignment 4]
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 3	Approaching expectations 2	Below Expectations 1	Score
Candidates will [i] facilitate activities to improve instructional practices and curricular materials that fully accommodate a learner's diverse needs; [ii] candidates will demonstrate the ability to provide effective instructional programs; [iii] candidates will use and promote technology & information systems. [**ELCC 2.2**] *weighting 65%]*	Describes [i] a curriculum design model which includes: philosophy/vision statement; essential questions undergirding the model; selected knowledge, skills and dispositions [as desired outcomes]; and a validation matrix for all components of the design model. [ii] includes multiple examples of instructional methods, experiences, activities and assessments. [iii] includes a plan for using technology to enrich both the curriculum and instruction in the design model.	Proposed Curriculum Design Model includes <u>all</u> of the following components: [a] philosophy/vison statement; [b] essential questions guiding the model design; [c] knowledge, skills & dispositions central to the design; [d] a validation matrix for all components; [e]six or more references cited (APA style); [f] appropriate, backward-designed experiences, activities & assessments included; [g] ample suggestions for using technology	Proposed Curriculum Design model includes 5 of the 7 components listed in the Criteria--minimally.	Proposed Curriculum Design model includes 3 of the 7 components listed in the Criteria—minimally.	None of the Criteria is included in the Curriculum Design model.	

		to enrich both the model design, and the learning experiences.				
Candidates will [i] demonstrate the ability to apply best practices to student learning; [ii] candidates will show concern for diversity in the learning process. **[ELCC 2.3]** *weighting 30%]*	The Curriculum Design model shows evidence of Best Practices in [a] courses selected based on current research, and a thoughtful design sequence and choice; [b] the inclusion of the UBD concept as a 'footprint' of the learning experience; [c] a thread of continuous assessment; [d] application of Adult Learning theories; [e] clear respect for diversity in the selection of courses offered.	Proposed Curriculum Design model includes all of the following: Best Practices; thoughtful design in both course selection and choice; strong evidence of UBD throughout the design; continuous assessment; Adult Learning theories in evidence; and a respect for diversity in course selection.	Proposed Curriculum Design model includes 4 out of the 6 components listed under 'Criteria' [in this rubric]	Proposed Curriculum Design model includes 2 out of the 6 components listed under 'Criteria' [in this rubric]	No references to Best Practices; a uniform 'one size fits all' design sequence offered; UBD model implied but not stated; little or no connections to Adult Learning theories or respect for diversity in course selection.	
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**

Assignment #4

Professional Development for Curriculum Change

Identify, Create [and deliver] a Professional Development Session for a Selected Curriculum Issue from Assignment 3 [or for a current controversial issue] (Group 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 [**OR** a current controversial issue in curriculum] utilizing the tenets of the *taught curriculum* & 'backward design'[UBD].

Assignment:

You [singular or plural] will identify a current/future curriculum issue [see above] 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 15 to 20 minute PD presentation that is designed to assist educators in their understanding of the curriculum issue, and which utilizes the format of the Taught Curriculum & 'backward design' [UBD].

Professional Development Plan
Grading Rubric

ELCC Standards	Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1	Score
Candidates design and d3emonstrate an ability to implement well-planned, context-appropriate professional development plans based on reflective practice & research on student learning consistent with school vision & goals. **[ELCC: 2.4]** [Weighting 40%]	Clearly identifies a curricular issue/area that includes a rationale that connects to Assignment 3/explains choice of curricular issue	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.	
	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	Appropriate [1] instructional	Appropriate instructional	Appropriate instructional	Appropriate instructional	

	development plan[UBD] that is includes a rationale, materials, instructional methods and a guide for on-going assessment	methods, [2] experiences, [3] activities, and [4] assessments are included and clearly stated. Suggestions show reflective thought.	methods, experiences, activities, and assessments are included and clearly stated [one of each]	methods, experiences activities, or assessments are included [but not all listed]	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 [Sept 12]	[i] Introductions Course Overview & [ii] Course in 'Miniature' [iii]Learning from EDLE 618 [iv] Looking at Assignment #1	1. What is the definition of Curriculum? 2. What is the purpose of Curriculum & what is its function in schools and schooling?	Accessing prior knowledge	
Session 2 [Sept 19]	[i]Myths about Curriculum; [ii]Historical	1. What is the history of curriculum	Web-based activity	

	influences on Curriculum [iii] Assignment #1 –Q/A	development? 2. What curriculum lessons have we learned from history?	Read Fenwick English, Chapter 1	
Session 3 [Sept 26]	[i] Ideologies of Curriculum [ii]Curriculum & Pacing 'Guides' [iii] Looking at Assignment #2	1. What are the main philosophies/ ideologies of Curriculum? 2. What does/should a Curriculum Guide look like? [Mr. Rago's or Mr. Keating's classroom]	Web-based activity Read Fenwick English, Chapter 2 Read Julie Healy essay Read excerpt from Eisner [H]	**<u>Assignment #1 due</u>**
Session 4 [Oct 3]	[i]Sociology of Curriculum—Simulation [ii] The Politics of Curriculum -Simulation [iii] Assignment #2- Q/A	1. What social issues affect curriculum development? 2. What does curriculum development look like as a result?	Handouts from Instructor [Case Studies] Read David Berliner, "Fixing the Schools Isn't Everything" **[Taskstream]**	
Session 5 [Oct 10]	***<u>ELECTRONIC{BLOG] CLASS**</u> [i] The relationship between Assessment & The Tested Curriculum [ii]NCLB: What changes **might** re-authorization have wrought on behalf of children? [ii] Assignment #2 continued: Q/A	[1] What is the tested curriculum? [2] How does NCLB connect the dots between the two?	Kristen Williams' P/P [P/P in T] Alfie Kohn reading [T]	
Session 6 [Oct 17]	[i] Introduction to UBD [1] & the Written		Handouts [T]	**<u>Assignment #2 due [in</u>**

	Curriculum [ii] Generic vs Specific Curriculum [iii] Packaged Curriculum….for what, for whom?		PowerPoint on Taskstream	**Taskstream]**
Session 7 [Oct 24]	[i] UBD continued [2] [ii] Introduction to Curriculum Mapping [1]		Handouts from Instructor & DVD [UBD] Reading from Heidi Jacobs[H]	
Session 8 [Oct 31]	[i] The Taught Curriculum [ii] Curriculum Mapping [part 2] [iii] Aligning the Curriculum [1]	1. Who should write the curriculum? 2. To front or 3. backload? 3. What is curriculum mapping? 4. Why should we align the curriculum?	Read Fenwick English, Chapter 3 Reading—William Ayers [6 Questions] DVD [Heidi Jacobs]	
Session 9 [Nov 7]	[i] Aligning the Curriculum [2]- 'City Drive Case Study' [ii] Staff Development for Curriculum Change	1. Why align the Curriculum? 2. What are the obstacles?	'City Drive Case Study' on [T] 5 Models of PD [Sparks]—[T]	**Assignment #3 die [in Taskstream]**
Session 10 [Nov 14]	New ideas on Curriculum Design & Implementation	1. What are key curriculum issues facing school leaders today?	Readings to be assigned	
Session 11 [Nov 21]	****ELECTRONIC [BLOG] CLASS****		Readings to be assigned	
Session 12 [Nov 28]	[i] *Mini-Conference* Poster Session [ii] Class Workshop for Assignment #4		Read – Fenwick English, Ch 4	
Session	Group Projects			**Assignment**

13				**#4 due [in class]**
Session 14	Course 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. *