

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program**

**EDLE 616, Section 001, Fall 2013
Curriculum Development & Evaluation**

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Office Hours: By appointment and before and after class meetings

Class BLOG: TBA

Schedule Information

Meeting Times: Mondays, 4:30 p.m. to 7:10
August 26 through December 2, 2013

Location: Main Campus, Nyugen Engineering Building, Room 1110

Course Description

EDLE 616 Curriculum Development and Evaluation (3:3:0)

Examines the relationship of the written, taught, and tested curriculum and identifies critical leadership decisions that can positively impact student achievement. Identifies components of effective curriculum guides. Mini-document for personal use is constructed.

Prerequisite(s): EDLE 620, EDLE 690, and EDLE 791

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. *The challenge is to become a community of learners.*

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.

Student 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 Board of Education policy on curriculum development/evaluation and apply that knowledge to *solve* a problem either at a specific grade level or in a specific content area

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 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) and Educational Leadership Constituent Council (ELCC), as shown below.

VA DOE Competencies (a 1,3,4,5 and 6; c1; e1; f 4,5)
ELCC Standards (2011): 1.1, 1.2, 1.4, 2.2, 2.3, 2.4, 6.3

Relationship of Course to Internship

For questions relating to the connections between the Internship and coursework, please talk with either [i] the Instructor, or [ii] your Internship University Supervisor.

Course Materials

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

Schiro, Michael Stephen, (2008) *Curriculum Theory; conflicting visions and enduring concerns*, Sage Publications

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

Tomlinson, Carol Ann and McTighe, Jay, (2005) *Integrating Differentiated Instruction and Understanding By Design*, Alexandria, VA: Association for Supervision and Curriculum Development (ASCD)

Marzano, Robert (2007) *The Art and Science of Teaching*, Alexandria, VA: Association for Supervision and Curriculum Development (ASCD)

Bellanca and Brandt, (2010) *21st Century Skills: rethinking how students learn*, Solution Tree Virginia Standards of Learning

Course Requirements, Performance-based Assessment, and Evaluation Criteria

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 submissions will lower your grade, 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 that includes benefits 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.

Class participation

Participation in class, contribution to group learning.....10 points

Written assignments

Assignment #115 points
Assignment #2.....20 points
Assignment #3.....40 points
Assignment #4.....15 points

TOTAL: 100 points

Grading scale:

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 = below 75 points

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. 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.

d. 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/>].

e. 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/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

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.

Tentative class schedule: **

<u>Date</u>	<u>Topic</u>	<u>Essential Questions</u>	<u>Readings</u>	<u>Assignment Due Dates</u>
Session 1 8/26	[i] Introductions Course Overview & [ii] Course in 'Miniature' [iii] Learning from EDLE 618 [iv] The World of Ken Robinson	1. What is the definition of Curriculum? 2. What is/should be the purpose of Curriculum?	Accessing prior knowledge	
Session 2 9/9	[i] Myths about Curriculum; [ii] Historical influences on Curriculum [iii] Assignment #1 –Q/A	1. What is the history of curriculum development? 2. What curriculum lessons have we learned from history?	Schiro, Ch. 1, 2	
Session 3 9/16	[i] Ideologies of Curriculum [ii] Curriculum/Pacing 'Guides' [iii] Looking at Assignment #2	1. What is the Social Efficiency Ideology (SEI)? 2. What are the similarities and differences between the first two ideologies discussed?	Schiro, Ch. 3	
Session 4 9/23	[i] Sociology of Curriculum—Simulation [ii] The Politics of Curriculum [Simulation] introduced [iii] Assignment #2- Q/A	1. What is the Learner Centered Ideology (LCI)? 2. How does LCI compare to the other two previously discussed ideologies?	Schiro, Ch. 4	<u>Assignment #1 due</u>
Session 5 9/30	[i] The relationship between Assessment & The Tested Curriculum	1. What is the tested curriculum?	Self-selected article to share with the class	

	<p>[ii] the Politics of Curriculum</p> <p>[iii]NCLB: What changes might re-authorization have wrought on behalf of children?</p> <p>[ii] Assignment #2 continued: Q/A</p>	<p>2. How does current national and state policy connect the dots between the taught and tested curriculum?</p>	<p>about this topic. Schiro, ch. 5 Bellanca and Brandt, Ch. 14</p>	
<p>Session 6 10/7</p>	<p>[i] Introduction to DI/UBD & the Written Curriculum</p>	<p>1) What really matters in teaching?</p> <p>2) How do we support teacher and student learning?</p>	<p>Tomlinson and McTighe, Ch. 1-3</p>	
<p>Session 7 10/15</p>	<p>Monday is a holiday and Monday classes will meet on Tuesday</p> <p>Workshop/Consolidation Class</p>			
<p>Session 8 10/21</p>	<p>[i] UBD [continued] [ii] Intro to Curriculum Mapping [iii] Differentiation vs. Pedagogy</p>	<p>1) What is <i>rigor</i>?</p> <p>2) What does <i>rigor</i> look like in instruction?</p>	<p>Thomlinson & McTighe, Ch. 1-4 Teacher Handouts</p>	<p><u>Assignment #2 due on Taskstream</u></p>
<p>Session 9 10/28</p>	<p>[i] Curriculum Evaluation—Case Study [ii] ‘The Responsive Classroom’ examined</p>		<p>Taskstream Thomlinson & McTighe, Ch. 6</p>	
<p>Session 10 11/4</p>	<p>[i] The Taught Curriculum [ii] Curriculum Mapping [cont.] [iii] Aligning the Curriculum [part 1]</p>		<p>Taskstream</p>	
<p>Session 11 11/11</p>	<p>[i] Curriculum Development & Professional Development [ii] Curriculum Alignment [part 2]</p>		<p>Teachedr Handouts Articles</p>	<p><u>Assignment #3 due on Taskstream</u></p>

Session 12 11/18	[i] Chapter 4 Poster Session'—Essential Understandings & Essential Skills [ii] The Parallel Curriculum [iii] Assignment #4 examined			
Session 13 11/25	Class Workshop: Groupwork on Assignment #4			
Session 14 12/2	Group Presentations [Assignment #4] Course Wrap-Up			<u>Assignment #4 due in Class</u>

****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.*****

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 analyzes 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 Assessment Rubric

ELCC Standards	Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. [ELCC: 6.3]</p> <p>[weighting 20%]</p> <p>[weighting 40%]</p>	<p>Clearly identifies a selected curricular area</p> <p>Includes a statement that relates to area of study</p> <p>Connections made from School Board Policy to grade level and/or content area</p>	<p>Proposed curricular area is identified and adequately and clearly described.</p> <p>The statement is clear with adequate reference to the needs of student learners.</p> <p>Connections from School Board Policy to grade level and/or content area are clearly and concisely explained.</p>	<p>Proposed curricular area is identified and adequately described.</p> <p>The statement is clear with adequate reference to learners.</p> <p>Connections from School Board Policy to grade level and/or content area listed.</p>	<p>Proposed curricular area is identified or described, but not both.</p> <p>The statement is vague or rambling with some reference to student learning.</p> <p>Connections from School Board Policy to grade level and/or content area are vaguely suggested.</p>	<p>Proposed curricular area is not identified or described.</p> <p>No statement is included.</p> <p>No connections are made.</p>
[weighting 35%]	Candidates will conduct interviews with [a] Administration or [b] School Board members regarding selected policy	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.
[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

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 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 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. (This is an individual learning activity completed during and outside of class).

Assignment

Prepare, at minimum, a Mini-Case Study (8 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 at your school, analyze the strengths and weaknesses in the 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 data for your school.
2. Identify demographic information for your school as it relates to AYP 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 probable causes for action plan strengths/weaknesses.
5. Locate 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.

Analysis of Assessment Data Assessment Rubric

ELCC Standards	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. [ELCC: 4.1] [weighting 20%]	Cultural diversity in the school and its community is described and analyzed (race, ethnicity, gender, age, socio-economic status, English language learners, and special education) over at least the last three years.	Cultural diversity in the school is described and analyzed (race, ethnicity, gender, age, socio-economic levels, English language learners, and special education) over the last three years.	Cultural diversity is described and analyzed, but lacks information on all 7 categories.	Cultural diversity of either the school or community is analyzed, but not both.
Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders [ELCC: 1.4] [weighting 20%]	The paper describes and analyzes at least 3 effects where school demographics impact student achievement data in two curriculum areas, identifying achievement gaps and data trends and offering possible rationales.	The paper describes and analyzes 1 or 2 effects where school demographics impact student achievement data in two curriculum areas, identifying achievement gaps and data trends and offering possible rationales.	The paper describes and/or analyzes 1 effect where school demographics impacts student achievement data in two curriculum areas, identifying achievement gaps and data trends and offering possible rationales.	No effects are documented.
Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. [ELCC: 2.2] [weighting 20%]	Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, instructional programs, and assessments that support student learning in two curriculum areas are described and evaluated.	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.	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.	Limited analysis provided of school action plan(s) in relation to identified achievement gap areas. Instructional practices, programs, and assessments are not addressed.
Candidates understand and can develop	Recommendations highlight appropriate	Recommendations highlight appropriate	Recommendations include limited evidence of	Recommendation does not include appropriate

<p>school capacity for distributed leadership.</p> <p>[ELCC: 3.4]</p> <p>[weighting 35%]</p>	<p>research strategies to promote improved student achievement in two curriculum areas and involve school staff in the change process. Strategies reflect students' learning needs analyzed from the school's demographic and assessment data.</p>	<p>research strategies to promote improved student achievement in ONE curricular area and involve school staff in the change process. Strategies reflect students' learning needs analyzed from the school's demographic and assessment data.</p>	<p>appropriate research strategies to improve student achievement and may involve school staff in the change process. Strategies may not reflect students' learning needs.</p>	<p>research strategies, involve the school staff, or connect to students' learning needs.</p>
<p>Spelling, grammar, mechanics. [weighting 5%]</p>	<p>The project is error free and is clearly and professionally presented.</p>	<p>The project has no spelling errors and no more than two mechanical errors.</p>	<p>The project has some spelling, grammar and/or mechanical errors.</p>	<p>The project has multiple errors in spelling and/or mechanics.</p>

Assignment #3: Design of Curriculum Framework

*****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. The rationale for developing a program for emerging leaders instead of a grade level or subject area framework is that instructional/administrative leadership focuses on broad implementation, as opposed to teacher leadership that is more grade/subject specific (these curricula are often mandated by the state/district anyway). As one of the last courses in the licensure program, creating a leadership framework allows students an opportunity to reflect on what they've learned about site-based leadership to date and what they would still like to explore. This also helps to define a topic for Assignment Four. Finally, creating the framework ties all the major concepts of the course together, allowing students to practically apply what they've learned in a concrete way, such as aligning the program with standards and assessments, as well as implementing the ideas of the Six Facets of Understanding and Backward Design. These concepts can then be applied to any curricular area as a site-based leader.

Assignment

In small groups explore and research existing leadership programs, then individually design and construct a Curriculum Framework for aspiring educational leaders. The document is not to exceed 20 pages (25 to 30 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] Collaboratively....

- Conduct Internet searches of other leadership programs across the nation (and world).
- Interview both seasoned and new administrators about what they believe emerging administrators need in preparing them for 21st century leadership.
- Check the web sites of educational organizations, the State Departments of Education, and accrediting agencies to discover the requirements and knowledge, skills & dispositions 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 ideas 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.”

Your curriculum framework—curriculum map, course offerings, and 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. evidence of thoughtful inclusion of UBD as part of the design
6. an assessment plan for your curriculum framework
7. a reference page to document the sources [minimum of 6] used when collecting data and constructing the framework

Design of Curriculum Framework Assessment Rubric

ELCC Standards	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1
<p>Candidates demonstrate skills in adapting leadership strategies and practice to address emerging school issues. [ELCC: 6.3] Weighting:15%</p>	<p>Proposed curriculum design model reflects [i] current best practices; [ii] emerging trends; [iii] validation by at least 4 Standards' authorities; and [iv] current research on Leadership Programs.</p>	<p>Proposed curriculum design model includes [a] emerging trends, and [b] 2 other elements listed.</p>	<p>Proposed curriculum design model includes [a] emerging trends, and [b] 1 other element listed.</p>	<p>Proposed curriculum design model suggests (generally) trends, best practices and current research.</p>
<p>Candidates demonstrate skills in the design and support of a collaborative process for developing and implementing a school vision. [ELCC: 1.1] Weighting:20%</p>	<p>Proposed curriculum 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.</p>	<p>Proposed curriculum design model includes 3 out of the 4 elements listed.</p>	<p>Proposed curriculum design model includes 2 out of the 4 elements listed.</p>	<p>Proposed curriculum design model only focuses on 1 of the elements listed.</p>
<p>Candidates demonstrate skills in the planning, implementation and evaluation of a coordinated, aligned and articulated curriculum. [ELCC : 2.2] Weighting:25%</p>	<p>Proposed curriculum design model incorporates current Adult Learning theories, multiple assessment (formal & informal) models, opportunities to showcase diverse learners, and</p>	<p>Proposed curriculum design model includes 3 out of the 4 elements listed.</p>	<p>Proposed curriculum design model includes 2 out of the 4 elements listed.</p>	<p>Proposed curriculum design model focuses only on 1 element listed.</p>

	strong evidence of the UBD backward design model.			
Candidates demonstrate skills in designing the use of differentiated instructional strategies, curriculum materials, and evidence of UBD in design and the provision of high-quality instruction. [ELCC: 2.3] Weighting:25%	Proposed curriculum design model reflects differentiation in the design, and a strong inquiry-based approach to learning in the entire course sequence.	Proposed curriculum design model includes evidence of 2 out of the 3 elements listed.	Proposed curriculum design model includes evidence of 1 out of the 3 elements listed.	Proposed curriculum design model only hints at generalities in all of the elements listed.
Candidates demonstrate skills in using technologies for improved classroom instruction, student achievement and continuous school improvement. [ELCC: 2.4] Weighting:10%	Proposed curriculum design model incorporates the application of technologies in classroom instruction, student achievement, and school improvement.	Proposed curriculum design model includes 2 out of the 3 elements listed.	Proposed curriculum design model lists only one of the elements.	No elements are included in the overall design.
Unblemished Prose. Weighting:5%	Proposed curriculum design model is error free.	Proposed curriculum design model contains 1 or 2 errors.	Proposed curriculum design model contains 5 or more errors.	Proposed curriculum design model is riddled with errors.

Assignment #4: Professional Development for Curriculum Change

**Identify, Create [and deliver] a Professional Development Session for a Selected Curriculum Issue from Assignment #3 or a current controversial curriculum 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) either [i] identified in Assignment 3, or [ii] a current controversial curriculum issue, utilizing the tenets of the *taught curriculum* & ‘backward design’(UBD).

Assignment

You (plural) will identify a current/future curriculum issue (can be an issue identified in Assignment #3) 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, and which utilizes the format of the Taught Curriculum & ‘backward design’ (UBD).

Professional Development Plan Assessment Rubric

ELCC Standards	Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1
<p>Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. [ELCC: 6.3]</p> <p>[Weighting: 40%]</p>	<p>Clearly identifies a curricular issue/area that includes a rationale that connects to Assignment 3A Exemplifies the ‘taught’ curriculum format, including [i] assessing prior knowledge [ii] essential; Q & understandings [iii] modeling main concept [iv] differentiation where appropriate [v] assessing for understanding.</p>	<p>Proposed curricular area is identified and adequately and clearly described.</p> <p>All elements of the ‘taught’ curriculum are in evidence.</p>	<p>Proposed curricular area is identified AND adequately described.</p> <p>Some elements of the ‘taught’ curriculum are in evidence (3 out of 5).</p>	<p>Proposed curricular area is identified or described, but not both.</p> <p>One or two elements (only) of the ‘taught’ curriculum are in evidence.</p>	<p>Proposed curricular area is not identified or described.</p> <p>No elements are in evidence.</p>
<p>[Weighting 40%]</p>	<p>Includes a professional development plan (UBD) that is includes a rationale, materials, instructional methods, and a guide for on-going assessment</p>	<p>Appropriate [1] instructional methods, [2] experiences, [3] activities, and [4] assessments are included and clearly stated. Suggestions show reflective thought.</p>	<p>Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated (one of each).</p>	<p>Appropriate instructional methods, experiences activities, or assessments are included (but not all are listed).</p>	<p>Appropriate instructional methods, experiences, activities and/or assessments are not included.</p>
<p>[Weighting 10%]</p>	<p>Includes suggestions for using technology to enrich curriculum and instruction</p>	<p>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.</p>	<p>Adequate and appropriate suggestions for using technology to enrich curriculum and instructional practices are included in the lesson design.</p>	<p>Some technology use is included in the lesson design, but its use may not be appropriate.</p>	<p>Technology use is not included in the lesson design.</p>
<p>[Weighting: 10%]</p>	<p>Spelling, grammar, mechanics</p>	<p>The project is error free and clearly and professionally presented.</p>	<p>The project has no spelling errors and no more than two mechanical errors.</p>	<p>The project has some spelling grammar, and/or mechanical errors.</p>	<p>The project has multiple errors in spelling, and/or mechanics.</p>

