GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Education Leadership Program
Course Syllabus

Course Number and Title

EDLE 616.601 Curriculum Development & Evaluation (3 credits)
Fall, 2014.

Instructor
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Office Location: EDLE Office, Thompson Hall, Suite 1300.

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: Edward Kelly Leadership Building
                                       Rooms 2011 and 1502A

Class Days/Times: Thursdays, 5:00pm to 8:00pm, 9/4 through 12/4 [except October 30th]

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 a Curriculum Design model for emerging leaders. Mini document for personal use is constructed.

Prerequisites: EDLE 620, EDLE 690, and EDLE 791

Textbooks:

[Recommended]: English, Fenwick J. (2010). *Deciding What to Teach and Test:* Corwin Press. [3rd edition]

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 Competencies (a 1,3,4,5 and 6; c1; e1; f 4,5}
> NCATE Guidelines (Strategic Leadership: 1.3, 1.6, 2.4; Instructional Leadership: 3.3, 3.4, 3.5, 3.6. 3.9; Organizational Leadership: 9.1)
> ELCC Standards [2011]: (1.1), (1.2), (1.4), (2.2), (2.3), (2.4), (6.3)

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**.

TASKSTREAM REQUIREMENTS

Every student registered for any [EDLE] course with a required performance-based assessment is required to submit this assessment, [Demographic Analysis & Curriculum Design Framework] to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based

assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

 If missing a class is unavoidable, you are responsible for notifying the instructor (preferably in advance). **It is your responsibility to check with class colleagues for notes and assignments and complete any missed assignments and readings, etc. before the start of the next class.** All absences **may** affect your final grade because of the heavy emphasis on class participation. All written assignments must be completed on a word processor (unless otherwise indicated) and turned in on or before the due date.

Late assignments will lower your grade on the project, and will not be accepted or given credit if received 48 hours late. Specific course requirements and assigned due dates _may_ be altered as the instructor receives input from you and your classmates about your school calendars. To plan and complete group projects, you may need to meet with other group members at times other than during scheduled class sessions.

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	

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/the-mason-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/).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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

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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 Assessment Rubric [Assignment #1]

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

Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
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%]	The statement is clear with adequate reference to the needs of student learners.	The statement is clear with adequate reference to learners.	The statement is vague or rambling with some reference to student learning.	No statement is included.
Connections made from School Board Policy to grade level and/or content area [weighting 40%]	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 are vaguely suggested	No connections are made.
Candidates conducts interviews with an Administration or [b] School Board member[s] regarding selected policy [weighting 35%]	The impact of the School Board Policy is clearly and concisely presented from multiple interviews [a and b].	The impact of the School Board Policy is presented from either interview [a] or interview [b].	The impact of the School Board Policy is discussed in general terms.	The impact of the School Board Policy is not discussed.

Spelling, grammar, mechanics [weighting 5%]	The project is error free and clearly and professionally presented	The project has no spelling errors and no more than two mechanical errors.	The project has some spelling grammar, and/or mechanical errors.	The project has multiple errors in spelling, and/or mechanics

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

<u>Purpose:</u>

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 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. (An individual learning activity completed during and outside of class).

<u>Assignment:</u>

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 areas.

Plan of Action

1. Locate the most recent AYP/AMO data for your school
2. Identify demographic information for your school as it relates to AYP/AMO data for NCLB sub-groups
3. Analyze the data in two academic areas. Include a brief description of your findings and conclusions regarding curriculum/instruction deficit areas.
4. Examine and critique existing site-based "action plans" (focusing on strengths and weaknesses) that target the two curriculum areas you selected for improving student achievement. Discuss with colleagues in your school why this problem exists and 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 Rubric [Taskstream**]**

ELCC Standards	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
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 the last three years (minimally).	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 (minimally).	Cultural diversity is described and analyzed, but lacks information on all 7 categories.	Either analyzed or describes the cultural diversity of the school, but not both.
Candidates understand and can evaluate school progress and revise school plans supported by	Describes and analyzes at least 3 effects where school demographics impact student achievement data	Describes and analyzes 1 or 2 effects where school demographics impact student achievement data	Describes and/or analyzes 1 effect where school demographics impacts student achievement data in two curriculum	No effects are documented.

school stakeholders [ELCC: 1.4] [weighting 20%]	in two curriculum areas, identifying achievement gaps and data trends and offering possible rationales.	in two curriculum areas, identifying achievement gaps and data trends and offering possible rationales.	areas, identifying achievement gaps and data trends and offering possible rationales.	
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 school capacity for distributed leadership. [ELCC: 3.4] [weighting 35%]	Recommendations highlight appropriate 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.	Recommendations highlight appropriate research strategies to promote improved student achievement in ONE curricular area and involves school staff in the change process. Strategies reflect students' learning needs analyzed from the school's demographic and assessment data.	Recommendations include limited evidence of appropriate research strategies to improve student achievement and may involve school staff in the change process. Strategies may not reflect students' learning needs.	Recommendation does not include appropriate research strategies, involve the school staff, or connect to students' learning needs.
Spelling, Grammar, mechanics	The case study is error free and is clearly and professionally presented	The case study has no spelling errors and no more than 2 mechanical errors	The case study has some spelling, grammar and/or mechanical errors	The case study has multiple errors in spelling and/or mechanics

[weighting 5%]				

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 because 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 Backwards 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 [25to 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, 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 & 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.

Grading Rubric
Design of Curriculum Framework

ELCC Standards	Exceeds Expectations [4]	Meets Expectations [3]	Approaching Expectations [2]	Falls Below Expectations [1]
Candidates demonstrate	Proposed curriculum	Proposed curriculum	Proposed curriculum	Proposed curriculum

skills in adapting leadership strategies and practice to address emerging school issues. **[ELCC: 6.3]** *Weight: 15%*	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.	design model includes [a] emerging trends, and [b] 2 other elements listed.	design model includes [a] emerging trends, and [b] 1 other element listed.	design model suggests [generally] trends, best practices and current research.
Candidates demonstrate skills in the design and support of a collaborative process for developing and implementing a school vision. **[ELCC: 1.1]** *Weight: 20%*	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.	Proposed curriculum design model includes 3 out of the 4 elements listed.	Proposed curriculum design model includes 2 out of the 4 elements listed.	Proposed curriculum design model only focuses on 1 of the elements listed.
Candidates demonstrate skills in the planning, implementation and evaluation of a coordinated, aligned and articulated curriculum. **[ELCC : 2.2]** *Weight: 25%*	Proposed curriculum design model incorporates current Adult Learning theories, multiple assessment [formal & informal] models, opportunities to showcase diverse learners, and strong	Proposed curriculum design model includes 3 out of the 4 elements listed.	Proposed curriculum design model includes 2 out of the 4 elements listed.	Proposed curriculum design model focuses only on 1 element listed.

	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] Weight: 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] Weight: 10%	Proposed curriculum design model incorporates the application of technologies in classroom instruction, student achievement & 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. Weight: 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 <u>or</u> a current controversial curriculum issue
(Group Project –IN CLASS)

<u>Purpose:</u>

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].

<u>Assignment:</u>

You [plural] will identify a current/future curriculum issue and create a PD plan that serves as a guide for educators [can be an issue identified in Assignment #3]. 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
Grading Rubric

ELCC Standards	Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1	Score
Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. **[ELCC: 2.3**]	Clearly identifies a curricular issue/area that includes a rationale that connects to Assignment 3A Exemplifies the 'taught'	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.	

		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%]	curriculum format, including [i] assessing prior knowledge [ii] essential; Q & understandings [iii] modeling main concept [iv] differentiation where appropriate [v] assessing for understanding					
[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, Talks, etc.	Assignment Due Dates
Session 1 Sept 4	[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 Sept 11	[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?	Taskstream, files #18, 19 and 20 Read Fenwick English, Chapter 1 and Chapter 2, pp. 57-60	
Session 3 Sept 18	[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]	Curriculum Philosophies' Taskstream, weblinks #2, #24 Beliefs' Inventory Taskstream, files #11] Read Fenwick English, Chapter 2, pp. 63 to 76	
Session 4 Sept 25	[i]Sociology of Curriculum—Simulation [ii] The Politics of Curriculum [Simulation] introduced [iii] Assignment #2- Q/A	1. What social issues affect curriculum development? 2. What does curriculum development look like as a result?	Taskstream, weblinks #9, 10 & 18 Read David Berliner, 'Fixing the Schools Isn't Everything' [Taskstream, weblinks #5]	**Assignment #1 due**

Session 5 Oct 2 **'E Learning Class***	[i] The relationship between Assessment & The Tested Curriculum [ii] the Politics of Curriculum [iii]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 [Taskstream, files #7] Read 'Politics & Education Don't Mix' [Taskstream, weblinks #25] Review 'The Privilege Exercise', Taskstream, files #23	
Session 6 Oct 9	[i] Introduction to UBD & the Written Curriculum [ii] Bill Moyer on Inequality [iii] Kohn's The Case Against Standardized Testing		Taskstream, files #29, weblinks #28 Taskstream, weblinks#6 Taskstream , files #27	
Session 7 Oct 16	[i] UBD continued [ii] Intro to Curriculum Mapping [iii] The Taught Curriculum [simulation] [iv] The William Ayers model		Taskstream, weblinks # 11 and 12 Instructor handout Taskstream, files #10	**Assignment #2 due on Taskstream**
Session 8 Oct 23	[i] SOL and UBD and Mapping--connections [ii] Generic vs. Specific Curriculum		Taskstream, files #17	

	[iii]Curriculum Alignment [1]		Taskstream, files #12 Read Fenwick English, Chapter 3 [end]	
Oct 25 [Sat]	**EDLE Fall Conference**	Fairfax campus	8:30am to 12:15pm	
Session 9 Oct 30 ***E Learning Class* [no classroom available]**	[i] Curriculum Evaluation—City Drive Case Study Ii] 'The Responsive Classroom' examined [iii] Curriculum Alignment [2]		[a] Read 'Lessons [to be] Learned at City Drive…[Taskstream, files #22] [b]View The Responsive Classroom'[web]	
Session 10 Nov 6	[i] Curriculum Alignment [3] From Bellevue to …… [ii] The 'Common Core' [iii] Assignment #4 –a first look		Instructor handout	**Assignment #3 due on Taskstream**
Session 11 Nov 13	[i] Curriculum Development & Professional Development [ii] Chapter 4 Poster Session		Taskstream, weblinks #3 and 26 Read Fenwick English, Chapter 4.7	
Session 12 Nov 20	Class Workshop [work on Assignment #4]			
Nov 28	**Thanksgiving Recess**	No Class Meeting		
Session 13	Group Presentations Wrap-Up			**Assignment #4 due in Class**

Dec 4				

Syllabi created in a learner vacuum are by nature, imperfect

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