GEORGE MASON UNIVERSITY
College of Education & Human Development
Graduate School of Education

EDLE 616.AO1 Curriculum Development & Evaluation
Summer, 2015 [3 credit hours]

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

Course Information

Class Location: Blackboard

Class Dates: May 18th through June 17th, 2015.

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.

Course Delivery Method

This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on *May 14, 2015*.

Prerequisites: EDLE 620, EDLE 690, and EDLE 791

Textbooks:

[**Required**]: Glatthorn, Allan A., Boschee, Floyd & Whitehead, Bruce M.(2009). *Curriculum Leadership: Strategies for Development & Implementation* (2nd edition). Thousand Oaks, CA: Sage Publications.

[**Reference text**]: American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington DC: American Psychological Association.

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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)

Relationship of Course to Internship (EDLE 791)

Although the internship is a separate course, the Education Leadership program has integrated internship-related activities into course work. During this course, students will prepare and present a proposal for a school improvement project that they will implement and evaluate as a part of their internship activities over the remainder of the program.

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.

Course Objectives:

1. Understand the myriad influences on the Field of Curriculum, Development, Design & Evaluation.
2. Investigate frameworks—Understanding by Design, Curriculum Mapping—that efficiently connect Curriculum Standards to Programs of Study.
3. Analyze Curriculum Leadership practices in the areas of Evaluation, Professional Development, Alignment and Standards-based practices.

Professional Dispositions

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

Technology Requirements

This course will be delivered on GMU's Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is available to all students enrolled in the course at: http://mymason.gmu.edu. You need to long on using your GMU user name and password. To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  · **Adobe Acrobat Reader: http://get.adobe.com/reader/**
  · **Windows Media Player: http://windows.microsoft.com/en-us/windows/download-windows-media-player**
  · **Apple QuickTime Player: www.apple.com/quicktime/download/**

Video/Screencasting Tools: You may use Kaltura, Jing, to record your videos and Discussion Board assignments.

Group Work: You may use **Google Docs** to collaborate with colleagues on group assignments. Discussion Board group activities will be pre-assigned on Blackboard.

Bb Collaborate/Skype: You may communicate also with colleagues using these platforms. Skype is also an option for Office Hours.

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I **strongly recommend** that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

Course Submission Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.
Late penalties may be assessed for persistently late work.

On-line Expectations
- **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on Wednesday and **finish** on Tuesday.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-

paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

GMU Policies and Resources for Students

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

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

- Students are responsible for the content of university communications sent to their 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.

- 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/].

- 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/].

- 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/].

- **Plagiarism Statement**: Statement of English Department at George Mason University Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their

own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (http://www.gmu.edu/facstaff/handbook/aD.html). If you have questions about when the contributions of others to your work must be

acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.

- *   ***Plagiarism and the Internet****:* Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

GMU Add/Drop Policy*:* The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/ . It is the student's responsibility to check to verify that they are properly enrolled as no credit will be awarded to students who are not.

Diversity, Religious Holiday*:* Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Academic Integrity & Inclusivity*:* This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those

differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Student Privacy Policy*:* George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

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

Other Concerns*:* If you have concerns or issues relating to the content or conduct of the class, please come see me and talk with me directly. Although the specifics of these conversations are

entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e---mails.

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

Grading

Students can earn a total of 400 points in this course. Graded assignments account for 65% (260 points) of the overall grade, while online course participation accounts for 35% (140 points).

Assignment Descriptions [65% or 260 points]

The three graded assignments required for this course are as follows:

1. **School Board Policy versus SchoolHouse Practice [50 points]**

As educators, it is important that we have a clear understanding of the educational policies developed by our school/governing 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/governing board and examine its impact on student learning and achievement.

Instructions:

Prepare at minimum a 5-6 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.

DUE DATE: May 24th [Upload your paper to the Course site 'Assignments']

[Note: *All Assignments should be submitted on Bb 'Assignments'*]

2. Demographic Analysis of Assessment Data [for Improved Student Performance] [90 points]

Purpose:

The purpose of this assignment is to demonstrate the ability to analyze demographic and test data *over a 3 year period* (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/School Improvement Plans with a view to helping teachers improve student performance in two curriculum areas. Students 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.

Instructions:

Prepare, at minimum, a Mini-CASE STUDY (12 to 15 pages, including graphics) utilizing the analysis of actual demographic and test data from your school, and, after examining existing site-based Action/School Improvement 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/TEST data for your school for the past 3 years
2. Identify demographic information for your school as it relates to AYP/AMO/TEST 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/school improvement 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.

DUE DATE: June 2 [==Upload your paper to the Course Site 'Assignments'==]

3. **Design of Curriculum Framework [120 points]**

Purpose:

The purpose of this assignment is to demonstrate—on a smaller scale-- 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 middle courses in the

licensure program, creating a leadership framework allows students [i] an opportunity to reflect on what they've learned about site-based leadership to date and [ii] what they would still like to explore. Finally, creating the framework ties all [if not most] the major concepts of EDLE 616 together, allowing students to apply what they've learned in a concrete way [theory to practice], such as aligning the program with standards and assessments, as well as implementing the ideas of Backwards Design [UBD]. These concepts can then be applied to any curricular area as a site-based leader. Some examples of smaller-scale program designs in Curriculum might be: Special Education, Contemporary Issues, Global Education, Urban Settings, etc..

Instructions:

Students should first explore and research existing several [at least 3] leadership programs, then individually design and construct a Curriculum Framework [in PowerPoint] for aspiring educational leaders. The PowerPoint should not exceed 15 to 20 slides, including references that are written in APA style. Components to be included in the Curriculum Framework are listed below [see Rubric]:

Your curriculum framework –curriculum map, 5 to 6 course offerings & brief descriptions, and program assessment should include the following components:

1. a philosophy and/or vision for the aspiring leaders' program*
2. a validation matrix connected to ELCC Standard elements [listed on page 2]*
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 5 to 6 Program [course] design**
6. an assessment plan for your curriculum coursework**
7. a brief Professional Development proposal [on the UBD template [attachment included in 'exemplar', Lesson 7] describing how you would roll out ONE of your 'cutting edge' courses to your faculty.**

*Part 1 submission
** Part 2 submission

DUE DATE: [Part 1] June 11; [Part 2] June 17 [Upload both parts of your Framework to the Course Site 'Assignments']

Participation Requirements **(35% or 140 points of total grade)**

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, **participation points are given by unit,** rather than per learning activity. Participation points are divided into two parts:
[i] Reflections [Journals]—individual submissions [5]
[ii] Discussion Boards [8], Blogs[9]: [i] Other than the introductory short video, Discussion Board activities require **group responses** [plus *one* response to another group post]; [ii] Blogs are **individual submissions**—but 'conversation' is strongly encouraged.

Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

Orientation [10 points]
- Syllabus Quiz [5 points]
- Video Post [5 points]

Unit 1 [50 points]

- Journal Reflections -[20points]
- Discussion Boards, Blogs, - [30 points]

Unit 2 [40 points]
- Journal Reflections - [15 points]
- Discussion Boards, Blogs [25 points]

Unit 3 [40 points]
- Journal Reflections – [15 points]
- Discussion Boards, Blogs [20 points]
- Blog - Final Reflection [5 points]
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Grading Scale
A+   400 points
A   375 – 399
A---   350 – 374
B+   335 --- 349
B   315 --- 334
B---   300 --- 314
C   275 --- 299
F   Below 275 points

Assignment #1: School Board Policy Assessment [Rubric]

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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: Analysis of Assessment Data [Rubric]

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 school stakeholders [ELCC: 1.4] [weighting 20%]	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.	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.	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,	Current school action plan(s) are analyzed in relation to identified	Current school action plan(s) are analyzed in relation to identified	Current school action plan(s) are analyzed in relation to identified	Limited analysis provided of school action plan(s) in relation to

rigorous, and coherent curricular and instructional school program. [ELCC: 2.2] [weighting 20%]	achievement gap areas. Instructional practices, instructional programs, and assessments that support student learning in two curriculum areas are described and evaluated.	achievement gap areas. Instructional practices and/or instructional programs, and/or assessments that support student learning in two curriculum areas are described and evaluated.	achievement gap areas. Instructional practices, programs, and assessments are not clearly described or evaluated.	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 [weighting 5%]	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

Assignment #3: Design of Curriculum Framework [Rubric]

ELCC Standards	Exceeds Expectations [4]	Meets Expectations [3]	Approaching Expectations [2]	Falls Below Expectations [1]
Candidates demonstrate skills in adapting leadership strategies and practice to address emerging school issues. **[ELCC: 6.3]** *Weight: 15%*	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.	Proposed curriculum design model includes [a] emerging trends, and [b] 2 other elements listed.	Proposed curriculum design model includes [a] emerging trends, and [b] 1 other element listed.	Proposed curriculum 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	Proposed curriculum design model incorporates current Adult Learning theories,	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.

coordinated, aligned and articulated curriculum. **[ELCC : 2.2]** *Weight: 25%*	multiple assessment [formal & informal] models, opportunities to showcase diverse learners, and 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]** *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.

EDLE 616.AO1 Course Schedule [Summer 2015]

Note: Please refer to the Weekly Schedule on Blackboard for the most up---to---date version of the Course Schedule.

DATE	UNIT	LESSON	ACTIVITIES/READINGS[principal]/ ASSIGNMENTS
May 18	0/1	Orientation Introduction to EDLE 616/'Course in Miniature'	
May 19/20	1	Historical Foundations	Glatthorn et al,Chapter 2
May 21-22	1	Philosophical Foundations	**Assignment #1 Due: May 24** Glatthorn et al, Chapter 10 [pp261-266]
May 25/26	1	Sociology of Curriculum	Glatthorn et al, Chapter 2 [pp 36-40]
May 27-29	1	Politics of Curriculum	Glatthorn et al, Chapter 4
June 1/2	2	Taught & Hidden Curriculum	**Assignment #2 Due: June 2** Glatthorn et al, Chapter 1, 3
June 3/4	2	The Written Curriculum	
June 5	2	The Tested Curriculum/ UBD introduced	Glatthorn et al, Chapter 7

June 8/9	2/3	UBD & Curriculum Mapping: Joining the dots…	Glatthorn et al, Chapter 8, 10
June 10/11	3	Curriculum Alignment [2]	**Assignment #3 [part 1] Due: June 11** Glatthorn et al, Chapter 11
June 12	3	Curriculum Evaluation	Glatthorn et al, Chapter 12
June 15	3	Standards-based Practices; Common Core examined	
June 16/17	3	Curriculum Development & Professional Development	**Assignment #3 part 2] Due: June 17** Glatthorn et al, Chapter 9 [pp237-251]