GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDLE 816 Instructional Leadership: Curriculum Policy and Practice
Section B01, CRN 42392, Summer2017

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Schedule information

    Location: Thompson, 1010

    Meeting times: Mondays & Wednesdays, 4:30-7:10 p.m., 6/5/17-7/24/17

Course Description: EDLE 816 Instructional Leadership-Curriculum Policy and Practice
Focuses on curriculum and instruction theory, policy, and practice with research emphasis on instructional leadership. Students develop research proposals to investigate instructional leadership in schools and districts, and relate instructional leadership to their own specific research interests.

Course Objectives
This course aims to bridge theory, research and practice in curriculum and instructional leadership. In building this bridge, we will use theory and research to investigate critical components of curriculum policy and practice, including curriculum sources, design, development, implementation, management, and evaluation. Additionally, we will explore the role of school leaders in relation to these elements of curriculum policy and practice. Ultimately, students will use this exploration to build their own research agendas, specific to their research questions.

Within the course, students will explore at least the following questions:

1. Inquiry into curriculum:
   a. What are the sources of the curriculum? Who decides which sources are most important and how?
   b. What counts as curriculum theory? What variables are involved?
   c. How is curriculum designed, developed, implemented, managed and evaluated?

           d. How do design, development, implementation and evaluation vary in relation to sources and theory?
2. Inquiry into instruction
           a. How does instruction vary in relation to curriculum decisions?
           b. How does current instruction match the intent of curriculum?
3. Inquiry into curriculum leadership:
           a. What counts as curriculum leadership?
           b. How will we know it when we see it?
           c. How and where does it occur?
           d. Who displays it?

Student Outcomes

Students who successfully complete this course will be able to:

1. Demonstrate clear understanding of current issues in the policy and practice of curriculum and instruction
2. Engage in conversation to explore topics in their field of interest that represent opportunities for future investigation;
3. Use theory to frame researchable questions and use extant literature to inform research problems relating to curriculum leadership;
4. Design, conduct and report on a case study investigating selected questions.

National Standards

The following Education Leadership Constituent Council (ELLC) standard elements are addressed in this course:

1.3: Candidates understand and can promote continual and sustainable school improvement

2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

3.4: Candidates understand and can develop school capacity for distributed leadership.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment

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

Nature of Course Delivery

Through readings, discussions, cooperative learning activities, case studies, and presentations, students will learn the theory, practice and impact of curriculum and its leadership.

Content. The primary purpose of the course is to help students inquire into the leadership of curriculum and instruction.

Teaching and Learning. Each class will include a variety of activities and exercises. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that enable students to participate actively in their development as scholars. To promote an atmosphere that allows us to accomplish this, we will:
   a. start and end on time;
   b. maintain (flexibly) a written agenda reflecting objectives for each class;
   c. support our points of view with evidence;
   d. strive to be open to new ideas and perspectives; and
   e. listen actively to one another.

2. Student work will reflect what is expected from scholars. Students are expected to:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with APA guidelines;
   b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
   c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. Therefore, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
   a. come fully prepared to each class;
   b. demonstrate appropriate respect for one another;
   c. voice concerns and opinions about class process openly;
   d. recognize and celebrate each other's ideas and accomplishments; and
   e. show an awareness of each other's needs.

Course Materials

No required text.

Recommended texts: Students who have not taken a general curriculum course (e.g., EDLE 616) may wish to read a general curriculum textbook such as:

Glatthorn, A.A., Boschee, F., Whitehead, B.M. & Boschee, B.F. (2016). *Curriculum leadership: Strategies for development and implementation*.(Fourth Edition). Thousand Oaks, CA: Sage.

Ornstein, A.C. & Hunkins, F.P. (2013). *Curriculum: Foundations, principles, and issues*. (Sixth Edition).Upper Saddle River, NJ: Pearson.

Required and optional articles will be available through Blackboard. To complete required assignments successfully, students will need to have access to a personal computer with internet access, and the ability to use basic word processing and e-mail. Correspondence by e-mail will use your Mason e-mail account. We will also use Blackboard to facilitate communication, to post assignments and class handouts, and to submit written work for assessment.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance
Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations
Consistent with expectations of doctoral courses in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. Clarity, concision and organization

Additionally, a portion of the class grade will be based on participation and the contribution made to class discussions. The overall weights of the various performances are as follows:

Grading Weights

   Class participation (20 percent). Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

   Written assignments (80 percent). Several different types of performance-based assignments will be completed during the semester. The directions for each assignment and a rubric for grading each assignment are described at the end of this syllabus. The assignments and the points assigned are:

   1. Informing Your Research Interest (10 percent)
   2. Literature Critique: Bridging Research to Practice (10 percent)
   3. Mapping the Research Terrain (15 percent).

4. Leadership Case (45 percent)

Submission of assignments
All assignments must be submitted electronically, through Blackboard.

Late work. I expect all students to submit their work on time, meaning no later than by midnight of the due date. Assignments will not be accepted later than **48 hours** after a due date. Papers due on a day when you are absent must be submitted via Blackboard by the due date.

Rewrites. Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.6 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. Papers that are initially submitted more than 48 hours late will not be graded.

Grading Scale

A+	100
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	0-74

Blackboard Requirement

Every student registered for any this course is required to submit all assessments to Blackboard. Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester."

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/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

EDLE 816.B01 (Smith) Summer 2017 Tentative Class Schedule

To accommodate the learning needs of class members, the topic and reading schedule will be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Blackboard.

Session #	Date 2017	Topics	Reading/Writing Assignment
1	6/5	Introductions Generation of research questions The curriculum field and its questions Requirements for Paper #1	Creese, B., Gonzalez, A. & Issacs, T. (2016). Comparing international curriculum systems: The international instructional systems study. *The Curriculum Journal, 27*, 5-23. doi: org/10.1080/09585176.2015.1128346 Dillon, J.T. (2009). The questions of curriculum. *Journal of Curriculum Studies, 41*, 343-359. doi: 10.1080/00220270802433261
2	6/7	Curriculum theory Testing your questions	Schwab, J.J. (1969). The practical: A language for curriculum. *The School Review, 78,* 1-23. http://www.jstor.org/stable/1084049 Stoller, A.S. (2015). Taylorism and the logic of learning outcomes. *Journal of Curriculum Studies, 47*, 317-333. doi: 10.1080/00220272.2015.1018328 Young, M. (2013). Overcoming the crisis in curriculum theory: A knowledge based approach. *Journal of Curriculum Studies*, *45*, 101-118, doi: 10.1080/00220272.2013.764505
3	6/12	Peer Review of Paper #1 Curriculum field	Bring draft of Paper #1 to class Goodlad, J. (1969). Curriculum: State of the field. *Review of Educational Research, 39,* 367-375. Goodson, I. (2014). Context, curriculum and professional knowledge. *History of Education: Journal of the History of Education Society*, *43,* 768-776, doi:10.1080/0046760X.2014.943813
-----	6/13	**Paper #1: Informing Your Research Interest**	
4	6/14	Curriculum development	Eisner, E. (1990). A development agenda: Creative curriculum development and practice. *Journal of Curriculum and Supervision, 6,* 62-73. Kliebard, H.M. (1970). The Tyler rationale. *School Review, 78,* 259-272. http://www.jstor.org/stable/1084240
5	6/19	Curriculum development	Read one: Chen D-T, Wang, L.Y. & Neo, W-L (2015). School-based curriculum development: Towards a culture of learning: Nonlinearity in practice. *British Journal of Educational Studies, 63, 213-228.* doi.org/10.1080/00071005.2015.1034236

Session #	Date 2017	Topics	Reading/Writing Assignment
			McTighe, J. & Brown, J.L. (2005). Differentiated instruction and educational standards: Is détente possible? *Theory into Practice, 44*, 234-244. doi: 10.1207/s15430421tip4403_8 Stillington, H. & Coetzer, A. (2015). Using the Delphi-technique to support curriculum development. *Education and Training, 57*, 306-321. Stoddard, J.D., Tiesol, C.L., & Robbins, J.I. (2015). Project CIVIS: Curriculum development and assessment of underserved and underachieving middle school populations. *Journal of Advanced Academics, 26,* 168–196. *doi*: 10.1177/1932202X15587054 Yurtseven, N. & Altun, Sertel (2017). Understanding by design (UbD) in EFL teaching: Teachers' professional development and students' achievement. *Education Sciences, 17*, 437-461. doi: 10.12738/estp.2017.2.0226 Read article/document of choice regarding curriculum development of your interest
6	6/21	Peer review of Paper #2 Curriculum implementation	Bring draft to class Read one: Burkhauser, M.A. & Lesaux, N.K. (2017). Exercising a bounded autonomy: Novice and experienced teachers' adaptations to curriculum materials in an age of accountability. *Journal of Curriculum Studies, 49,* 291-312. doi: 10.1080/00220272.2015.1088065 Penuel, W.R. Phillips, R.S. & Harris, C.J. (2014). Analysing teachers' curriculum implementation from integrity and actor-oriented perspectives. *Journal of Curriculum Studies*, *46*, 751-777, doi: 10.1080/00220272.2014.921841 Wenner, J.A. and Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research, 87,* 134-171. doi: *10.3102/0034654316653478* Wieringa, N. (2011). Teachers' educational design as a process of reflection-in-action: The lessons we can learn from Donald Schon's *The Reflective Practitioner* when studying the professional practice of teachers as educational designers. *Curriculum Inquiry, 41*, 167-174. doi: 10.1111/j.1467-873X.2010.00533.x
-----	6/25	**Paper #2: Literature Critique: Bridging Research to Practice**	

Session #	Date 2017	Topics	Reading/Writing Assignment
7	6/26	Strengths and challenges of Paper #2 Requirements for Paper #3 Formative evaluation of class Fidelity of Implementation	Hall, G. E. (2013),"Evaluating change processes", *Journal of Educational Administration, 51*, 264– 289. http://dx.doi.org/10.1108/09578231311311474 Missett, T.C. & Foster, L.H. (2015). Searching for evidenced based practice: A survey of empirical studies on curricular interventions measuring and reporting fidelity of implementation published during 2004-2013. *Journal of Advanced Academics, 26*, 96-111. doi: 10.1177/1932202X15577206 Read one: Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation Science, 2*(1), 40-48. doi:10.1186/1748-5908-2-40 Century, J., Rudnick, M., & Freeman, C. (2010). A framework for measuring fidelity of implementation: Accumulation of knowledge. *American Journal of Evaluation, 31*, 199-218. doi:10.1177/1098214010366173 Clements, D.H., Sarama, J., Wolfe, C.B., Spitler, M.E. (2015). Sustainability of a scale-up intervention in early mathematics: A longitudinal evaluation of implementation fidelity. *Early Education and Development, 26,* 427-449. doi: 10.1080/10409289.2015.968242 Hall, G.E. & Loucks, S.F. (1977). A developmental model for determining whether the treatment is actually implemented. *American Educational Research Journal, 14,* 263-276. doi:10.3102/00028312014003263 Hord, S.M. & Huling-Austin, L. (1987). Effective curriculum implementation: Some promising new insights. *The Elementary School Journal, 87*, 96-115. http://www.jstor.org/stable/1001488 O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K-12 curriculum intervention research. *Review of Educational Research*, *78*, 33-84. doi:10.3102/0034654307313793 Superfine, A.C., Marshall, A.M. & Kelso, C. (2015). Fidelity of implementation: Bringing written curriculum materials into the equation, *The Curriculum Journal, 26,* 164-191, doi:

Session #	Date 2017	Topics	Reading/Writing Assignment
			10.1080/09585176.2014.990910
8	6/28	Results of formative evaluation of class Curriculum management and alignment	English, F. (2008). The curriculum management audit: Making sense of organizational dynamics and paradoxes in closing the achievement gap. *Edge, 3*(4), 3 - 18. Porter, A.C. Measuring the content of instruction: Uses in research and practice. *Educational Researcher, 31*(7), 3-14. doi:10.3102/0013189X031007003 Shilling, T. (2013). Opportunities and challenges of curriculum mapping implementation in one school setting: Considerations for school leaders. *Journal of Curriculum and Instruction, 7,* 20-37. doi:10.3776/joci.2013.v7n2p20-37
9	7/5	Peer review of paper #3 Assessment and curriculum	Bring draft to class Read one: Au, W. (2007). High-stakes testing and curricular control: A qualitative metasynthesis. *Educational Researcher, 36,* 258-267. doi: 10.3102/0013189X07306523 Dulude, E., Spillane, J.P. & Dumay, X. (2017). High stakes policy and mandated curriculum: A rhetorical argumentation analysis to explore the social processes that shape school leaders' and teachers' strategic responses. *Educational Policy, 31,* 364-403. doi: 10.1177/0895904815598396
-----	7/9	**Paper #3: Mapping the Research Terrain**	
10	7/10	Strengths and challenges of Paper #3 Requirements for Paper #4 Curriculum Leadership	Hord, S.M. & Hall, G.E. (1987). Three images: What principals do in curriculum implementation. *Curriculum Inquiry, 17,* 55-89. Xie, D. & Shen, J.(2013). Teacher leadership at different school levels: Findings and implications from the 2003–04 Schools and Staffing Survey in US public schools. *International Journal of Leadership in Education: Theory and Practice, 16*, 327-348, doi:10.1080/13603124.2012.690452
11	7/12	Curriculum Evaluation	Scriven, M. (1977). The methodology of evaluation. In Bellack, A.A. & Kliebard, H.M. (Eds.) *Curriculum and evaluation* (pp. 334-371). Berkley, CA: McCutchan.
12	7/17	Curriculum Evaluation-Networked Improvement Communities	Bryk, A.S. (2015). 2014 AERA distinguished lecture: Accelerating how we learn to improve. *Educational Researcher, 44,* 467-477. doi: 10.3102/0013189X15621543

Session #	Date 2017	Topics	Reading/Writing Assignment
			Stake, R. & Munson, A. (2008). Qualitative assessment of arts education. *Arts Education Policy Review, 109*, 13-21. doi: 10.3200/AEPR.109.6.13-22
13	7/19	Curriculum and Social Justice	Banks, J.A. (2013). The construction and historical development of multicultural education, 1962-2012. *Theory Into Practice, 52*, 73-82. doi: 10.1080/00405841.2013.795444 Dee, T.S. and Penner, E.K. (2017). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. *American Educational Research Journal, 54*, 127-166. doi: 10.3102/0002831216677002 Gay, G. (2013).Teaching to and through cultural diversity. *Curriculum Inquiry, 43,* 48-70. doi: 10.1111/curi.12002 Horsford, S.D. (2014). When race enters the room: Improving leadership and learning through racial literacy. *Theory Into Practice, 53*, 123-130. doi: 10.1080/00405841.2014.885812
14	7/24	Peer review and discussion of papers Course evaluation Wrap Up	Bring draft of Paper #4
-----	7/25	**Paper #4: Curriculum Leadership Case**	

Related Book Sources*

Cuban, L. (1993). *How teachers taught*. New York: Teachers College Press.

Cuban, L. (2009). *Hugging the middle: How teachers teach in an era of testing and accountability.* New York: Teachers College Press.

Glatthorn, A.A., Boschee, F., Whitehead, B.M. & Boschee, B.F. (2016). *Curriculum leadership: Strategies for development and implementation*. (Fourth Edition). Thousand Oaks, CA: Sage.

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2014). *Supervision and instructional leadership: A developmental approach* (9th edition). Upper Saddle River, N.J: Pearson Education, Inc.

Knight, S. & Smith, R. (2004). Development and use of a classroom observation instrument to investigate teaching for meaning in diverse classrooms. In H. Waxman, R. Tharp and R.S. Hilberg (Eds*.), Observational research in U.S. classrooms: New approaches for understanding cultural and linguistic diversity* (pp. 97-121). Cambridge University Press.

McTighe, J., & Wiggins, G. (2004). *Understanding by design participant workbook.* Alexandria, VA: Association for Supervision and Curriculum Development.

Ornstein, A.C. & Hunkins, F.P. (2013). *Curriculum: Foundations, principles, and issues*. (Sixth Edition). Upper Saddle River, NJ: Pearson.

Sarason, S. B. (1971). *The culture of the school and the problem of change*. Boston: Allyn and Bacon.

Smith, R. G. & Knight, S. (1997). Collaborative inquiry: Teacher leadership in the practice of creative intelligence. In R. Sinclair & W. Ghory, W. (Eds.), *Reaching and teaching all students: Grassroots efforts that work* (pp. 39-60). Thousand Oaks, CA. Corwin Press.

Wiggins, G., & McTighe, J. (1998). *Understanding by design.* Alexandria, VA: Association for

      Supervision and Curriculum Development.

*See optional articles in Blackboard for additional sources.

Paper #1: Informing Your Research Interest
10 Percent

Rationale

This course, similar to others in the EDLE Specialization, requires that you explore literature beyond required readings. The purpose of your exploration is to build a literature base that may support a defensible dissertation proposal and, ultimately, a dissertation.

The primary theme of this course is instructional leadership in relation to curriculum policy and practice. Such a statement, however, begs the question: Leadership for what? In this paper, you will answer that question by investigating (i.e., reading and analyzing) a segment of the instructional and curriculum leadership literature and relating it to your own research interests as defined up to this point. If the most important activities in schools involve teaching and learning, then it makes sense to bridge research about leadership to the practice of teaching and learning in some fashion.

Writing this paper involves the critical process of drawing from the ideas and conclusions in what you read to build a case for conducting your own research. Many students struggle with this process in a variety of ways. This is an opportunity to learn and practice using published research in a scholarly manner.

Tasks

1. Find a minimum of *five* peer-reviewed empirical (i.e., not synthesis or theoretical) journal articles that are focused on some aspect of instruction. These articles should also be related to your research interests. (Hint: **Do not** find three "throwaway" articles and two good ones. Remember, you are building your literature base. On a practical level, you will need all five, and more, for a later assignment.)
2. Select the *two* most helpful articles and read them thoroughly. (You may want to employ the annotated bibliography template you have encountered in earlier classes, or use the one provided in Blackboard.)
3. Write a persuasive essay of approximately 5-7 pages that contains the following:
   - An introductory paragraph that orients the reader to the general topic of your paper and introduces a one-sentence thesis. The thesis states the main point you want to demonstrate or support: "My research interest about _____ is informed by research about _____ and _____because…"
   - A précis ("a concise summary of essential points, statements or facts" (Merriam-Webster, 2011) for each of the two articles—be sure that each précis has some relationship to your thesis.
   - An analytical portion (the majority of the paper) that uses ideas from the two articles to make the arguments that support and/or question your thesis.

- A conclusion that captures the new understanding you have achieved as a result of engaging with the two articles on which you focused for the paper.
- Proper citations and a *bibliography* (as opposed to a reference list) that includes all five sources you found.

Assessment Rubric for Informing Your Research Interest (10 Percent)

Criteria (Points)	Levels of Achievement			
	exceeds expectations 90 to 100 %	**meets expectations 80 to 89 %**	**approaching expectations 70 to 79 %**	**falls below expectations 0 to 69 %**
Introduction (10) The introduction orients the reader to the purpose of the paper and presents the paper's thesis.	The introduction provides a roadmap regarding the author's research interest, and clearly foreshadows the paper's main points through the thesis.	The introduction provides an adequate orientation to the paper and a thesis is presented. The thesis may not be analytical or clearly stated.	The introduction is vague and does not adequately orient the reader to the paper.	The introduction does a poor job of orienting the reader to the paper.
Précis (25) Each précis should provide enough information about the article used in this paper to give the reader a clear sense of the topic and conclusions.	Each précis is clear and informative. The author makes connections to the thesis so that the reader is able to grasp why the article is important.	Each précis is generally clear, but some important points appear to be missing. Connections to the thesis may not be entirely clear.	One or the other précis lacks clarity and there is no apparent relationship to the thesis.	A précis may be missing or completely inadequate.
Analysis (35) Both articles should help to validate the thesis.	The analysis provided clearly demonstrates the validity of the thesis. The author's original arguments are very well supported by the two articles with very clear connections between the articles and the author's research interests.	The analysis is logical and supportive of the thesis. Connections between published research and the author's research interests may not be entirely clear.	Analysis is greatly limited and summary of article content is provided in its place. Original arguments may be missing. Connections to the author's research interests are unclear.	Analysis is missing and/or invalid.
Conclusion (10) The conclusion finishes the paper by explaining what the author has learned.	The conclusion follows logically from the body of the paper and provides a vivid description of what the author learned as a result of engaging with the research.	The conclusion follows logically from the body, but is more of a summary than a statement about what was learned.	The conclusion has only a tenuous relationship to the body of the paper. Lessons learned are missing.	The conclusion is missing or does not follow logically from the body of the paper.
Bibliography (10) The studies are appropriate to the thesis, of good quality, and empirical	Five empirical studies were selected from respected peer reviewed sources clearly relate to the thesis.	Five studies were selected. One of the studies was not empirical, or came from a non-peer-reviewed source, or did not clearly relate to the thesis.	Five studies were selected, and more than one of the studies was not empirical, or came from a non-peer-reviewed source, or did not clearly relate to the thesis.	Fewer than five studies were selected

Mechanics and APA (10) Your written work should always represent you as accurate and precise.	The paper is nearly error-free, which reflects clear understanding of APA format and thorough proofreading .	The paper contains occasional grammatical errors, questionable word choice, and minor APA errors.	Errors in grammar and punctuation are present, but spelling has been proofread. There are several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation, and APA format.

Paper #2: Literature Critique: Bridging Research to Practice
10 Percent

Rationale

An effective critic finds both positive and negative attributes of the subject she or he is criticizing. There is a great deal of literature that purports to explain how student performance can be improved through the adoption of a particular curriculum, a specialized pedagogy, or some sort of combination. Ideas are often promoted as being research-based. The ultimate claim that an article or a book might make is that it describes "best practices" in a particular subject area and/or for a specific population of students.

Understanding the difference between potentially good ideas that are grounded in theory and research and apparently good ideas that have no foundation in theory or research is important for both scholars and practitioners. As a scholar, you need to be able to distinguish among good research, poor and/or biased research, and no research. As a leader in your school or district, you will be more effective if you can help others make such distinctions. This assignment is intended to help you become a more highly developed connoisseur of publications in the area of curriculum and instruction.

Tasks

To complete this writing assignment, follow the steps below:
1. Find *five* more articles (i.e., no repeats from Assignment #1) that focus on curriculum and/or pedagogy. This time, the articles can be theoretical, empirical, or practically oriented.
2. Select *two* articles (Remember: no throwaways because all five will be used later.) from among the five to criticize along the following dimensions:
    - Is the purpose of the article clearly stated?
    - Is the article significant (e.g., does it present a new point of view, does it fill in a gap in the literature, and is it applicable in practice)?
    - Does the article have a persuasive theoretical foundation?
    - Are the research design and methods clearly explained?
    - Are the findings credible?
    - What do you conclude about the validity and utility of the article?
        - Does the article inform practice in a responsible and logical way?
        - Does the article inform your own research interest?
3. For all of the above bullet points, be certain to explain <u>why</u> you believe as you do.

4. Write a coherent critique of each article. You may write a unified essay in which you have a thesis that covers both articles, or you may write independent essays for each article. Choose the option that you believe will be most helpful for thinking about your research interest. *Be sure to include a brief summary of each article so that the reader will have a reasonable idea of its content.*

5. Use proper citations and a write a *bibliography* (as opposed to a reference list) that includes all five sources you found.

6. Your paper is likely to be 5-7 pages.

Assessment Rubric for Literature Critique: Bridging Research to Practice

10 Percent

Criteria (Points)	Levels of Achievement			
	exceeds expectations 90 to 100 %	meets expectations 80 to 89 %	approaching expectations 70 to 79 %	falls below expectations 0 to 69 %
Introduction (15) The introduction orients the reader to the purpose of the paper and introduces the articles you are criticizing. (Note: the descriptors are written for a unified essay, but can also be applied to each independent essay, if that is the author's choice.)	The introduction describes the articles and foreshadows important conclusions through the thesis.	The introduction provides an adequate description of the articles criticized and suggests a general roadmap for the paper.	The introduction is vague and does not adequately orient the reader to the paper.	The introduction is either missing or insufficient; there is little consideration of reader's perspective.
Critique of Articles' Content (45) The paper's author must be clear about the quality of the articles' statement of the problem, theoretical foundation (or conceptual framework), methodology, and findings.	Criticisms of the articles' content are fair and persuasive. Logical arguments are presented that convince the reader of the point of view presented in the paper. Vivid examples and details are employed in the analysis.	Criticisms of the articles' content make sense and follow logically from what is revealed about article content.	Criticisms of the articles' content are difficult to follow or in some ways do not seem valid.	The paper does not contain a critical analysis, but tends to summarize the articles.
Critique of Articles' Implications (30) The paper's author needs to explain what the articles mean to her or him.	Clear and convincing connections are made between the articles' findings and implications and the paper author's research interests *and* practice.	Connections are made between the articles' findings and implications and the paper author's research interests *or* practice.	Connections between the articles' findings and implications and the paper author's research interests and/or practice are weak.	Connections between the articles' findings and implications and the paper author's research interests and/or practice are

				missing or illogical.
Mechanics and APA (10) Your written work should always represent you as accurate and precise.	The paper is nearly error-free, which reflects clear understanding of APA format and thorough proofreading .	The paper contains occasional grammatical errors, questionable word choice, and minor APA errors.	Errors in grammar and punctuation are present, but spelling has been proofread. There are several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation, and APA format.

Paper #3: Mapping the Research Terrain
15 Percent

Rationale

As you build your literature base for the research you will ultimately conduct for your dissertation, it is important to create some sort of organizing scheme that allows you to think about how different publications inform each other, disagree, or do not relate; and more important you need to know how they inform your own research interest. A small example: Within the distributed leadership literature, there are two broad schools of thought. One view is that distributed leadership is revealed through task analysis—the more widely tasks are distributed throughout the organization, the greater the degree of distributed leadership (e.g., Spillane, Halverson, & Diamond, 2004). A very different view is that the quality or nature of the work that is distributed from the leader to others reveals the extent to which leadership is distributed (e.g., Elmore, 2000; Gronn, 2008).

This assignment requires you to make sense of literature you find in a different way from the first two assignments. This time, you need to present a useful organization of the literature with which you have now become familiar.

Tasks
1. Find *five* more articles (i.e., no repeats from Assignments #1 or #2) that focus on curriculum and/or pedagogy. This time you need to have read all five carefully before completing the paper. The articles may be theoretical or empirical in nature.
2. Using *all 15* articles you have found for the first three paper assignments in this course (and you may add others if appropriate), write an essay that explains how this literature fits together (or not). Be sure to include:
   - A clear introduction that introduces the topic with a thesis that explains what you intend to demonstrate in the paper
   - Analysis of the 15 articles that explains their relationships to one another and to your research interest and why they are credible and/or valid. You will need to provide very brief summaries of article content as you engage in your analysis so the naïve reader can follow your arguments.
   - A graphic representation of your main points about how the literature fits together and relates to your research interest
     - Think of this as somewhat broad categories arranged into a concept map
     - The graphic should follow logically from the text

- A conclusion that re-states your thesis and summarizes what you have learned as a result of thinking about your literature in this way
3. Be sure to use proper APA citation and <u>reference</u> (You will have a reference list this time, not a bibliography.) format.
4. Your paper should be approximately 13-17 pages.

Assessment Rubric Mapping the Research Terrain
15 Percent

Criteria (Points)	Levels of Achievement			
	exceeds expectations 90 to 100 %	meets expectations 80 to 89 %	approaching expectations 70 to 79 %	falls below expectations 0 to 69 %
Introduction (10) The introduction orients the reader to the purpose of the paper and presents the paper's thesis.	The introduction draws the reader into the paper effectively. The thesis is clear and analytical, explaining in general terms the author's organizing scheme for the literature.	The introduction orients the reader to the paper. The thesis is apparent, though not entirely clear.	The introduction explains what is in the paper, but lacks a clear and analytical thesis.	The introduction is weak. The paper lacks a clear thesis.
Analysis of the Literature (50) The analysis must be focused on a specific organizing scheme for the literature.	The author presents a clear and persuasive set of arguments about how the literature found fits together and informs the author's research interest. Relationships among the publications and between the publications (individually and as a whole) and the author's research interest are clearly explained.	The author presents a logical organizing scheme and discusses how the literature informs his or her research interest.	Relationships among different articles and/or to the author's research interest are not clear.	The paper is more descriptive than analytical. It is not clear how the articles relate to one another and/or to the author's research interest.
Graphic Representation (20) Presenting ideas graphically is an important communication tool.	The graphic representation follows logically from the text and enhances the reader's understanding of what the author presented in writing.	The graphic representation follows logically from the text, but may not present any additional insight.	The graphic representation is not a good fit with the text, but it is easy to understand.	The graphic representation is confusing or appears to be unrelated to what was presented in the text.
Conclusion (10) The conclusion finishes the paper by explaining	The conclusion follows logically from the body of the paper, and begins with a re-worded statement of the thesis.	The conclusion is related to the thesis but is not entirely persuasive. How the research interest has	The conclusion is mostly a summary and does not support the thesis and/or does not relate the	The conclusion drawn does not appear to be related to the thesis or

what the author has learned.	How the author's research interest has been informed by analysis of the literature is clearly explained.	been informed may not be entirely clear.	literature to the author's research interest.	supported by logical arguments.
Mechanics and APA (10) Your written work should always represent you as accurate and precise.	The paper is nearly error-free, which reflects clear understanding APA format and thorough proofreading .	The paper contains occasional grammatical errors, questionable word choice, and minor APA errors.	Errors in grammar and punctuation are present, but spelling has been proofread. There are several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation , and APA format.

Paper #4: Curriculum Leadership Case
45 Percent

Rationale

There is a wide variety of rather persistent leadership dilemmas in schools and other organizations. As students of leadership, and as aspiring leaders who seek to promote positive change in schools and other organizations, it is useful to describe some of these situations thoroughly as cases for analysis in leadership education and development.

Process

You will craft a case involving a leader's role in curriculum and instructional change. The paper itself should be modeled on the submission guidelines outlined by the editors of the *Journal of Cases in Educational Leadership*. From the JCEL website: *Cases are reviewed with the following criteria in mind:*
- Focuses on pertinent and timely issues of educational leadership.
- Relevant to graduate students preparing for educational leadership roles and for educational professionals currently in these roles.
- Useful in graduate teaching environments.
- Presents a practical and realistic problem that requires the integration of knowledge within and/or across disciplines.
- Stimulates self-directed learning by encouraging students to generate questions and access new knowledge.
- Provides the description of a problem that can sustain student discussion of alternative solutions.
- Describes the context in a rich fashion, including the individuals in the case.
- Encourages the clarification of personal and professional values and beliefs.
- Authenticates the connection of theory to practice.
- Includes teaching notes that facilitate the use of the case for leadership development.

- Is clearly written with specific objectives.

Product

All case submissions should be divided into two documents. The main document should be blinded, with no author or biographical information, and should include the following:

- Title
- Abstract. A short 100-word abstract describing the topic(s) of the case and a brief synopsis of the case.
- Text Sections should be typed in Times Roman font (12 pt.) with page numbers centered at the bottom of the page.
- Teaching Notes. All cases should include a one (1) page "Teaching Notes" that outlines how the material might be used in professional preparation programs for educational leaders. Within the "Teaching Note," authors should repeat the abstract describing the topic(s) of the case and a brief synopsis of the case.
- References should follow the style in the sixth edition of the *Publication Manual of the American Psychological Association.*
- ERIC Descriptors. Three (3) ERIC descriptors suitable for searching should be identified.

The second document should include identifying information, namely:

- **Author Information** Author's name and institutional affiliation.
- **Biographical Statement** Authors should provide a brief (2-3 sentences) biographical statement.

Ordinarily manuscripts should be between 1200-2000 words, exclusive of teaching notes.

Curriculum Leadership Case Assessment Rubric
45 Percent

Criteria (Points)	Levels of Achievement			
	exceeds expectations 90 to 100 %	meets expectations 80 to 89 %	approaching expectations 70 to 79 %	falls below expectations 0 to 69 %
Abstract (15)	A clear and concise 100 word abstract describing the topics of the case and providing a synopsis of the case is included.	A 100 word abstract describing the topics of the case and providing a synopsis of the case is included, but it is somewhat hard to follow or omits important information.	An abstract is included, but it either exceeds recommended length or fails to provide a clear description of the case.	The abstract is either missing or not at all useful in describing the case.
Text of case (45)	A well thought out and stimulating case of leadership in curriculum and instruction that meets most or all elements of a JCEL case is provided.	A case that satisfies many elements of a JCEL case is provided.	A case dealing with the leader's role in change is provided, but it lacks detail and fails to satisfy many of the elements of a JCEL case.	The case description is either missing of fails to satisfy virtually any of the elements of a JCEL case.
Teaching notes (20)	A well thought out single page of teaching notes is provided, suggesting sound approaches on how the case may best be used to develop effective leadership in the specialization.	A page of teaching notes is provided, suggesting approaches on how the case may best be used to develop effective leadership in the specialization.	Teaching notes are provided, but are either hard to follow or suggest approaches on how the case may be used that are unclear or do not make sense given the facts of the case.	Teaching notes are omitted or fail to connect well to any aspects of the case presented.
References (10)	The reference list is complete and nearly error-free, which reflects clear understanding of APA format.	The reference list is missing one or more references, includes references not cited, and/or has minor APA errors.	Missing multiple references and/or displays difficulty conforming to APA rules.	Frequent omissions and errors in APA format.
Organization of case (5)	The case is powerfully organized and fully developed	The case includes logical progression of ideas aided by clear transitions	The case is rough; writing is unclear and/or lacks transitions	The case is virtually impossible to understand; it lacks logical progression of events or ideas
Mechanics (5)	The case is nearly error-free which reflects clear understanding and thorough proofreading.	The case has occasional grammatical errors and questionable word choice.	The case contains errors in grammar and punctuation, but spelling has been proofread.	The case contains frequent errors in spelling, grammar, and punctuation.

Class Participation
20 Points

Criteria (Points)	Levels of Achievement			
	exceeds expectations 90 to 100 %	**meets expectations 80 to 89 %**	**approaching expectations 70 to 79 %**	**falls below expectations 0 to 69 %**
Attendance (30)	Exemplary attendance and tardies	Near perfect attendance, few tardies	Occasional (2-3) absences and/or tardies	Frequent absences and/or tardies
Quality of Questions and Interaction (20)	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas and seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Infrequently discusses ideas.	Rarely asks questions of substance.
Effort (20)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Uses large set of excuses.
Demonstration of preparation for class (30)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Periodically demonstrates preparation and readiness for class.	Rarely demonstrates readiness for class