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)
Summer, 2017.

*Meeting Dates & Times [& Location]:* Mondays, Wednesdays, 4:45 to 7:45pm,
April 24th through June 7th [see Syllabus [starting Page 6] for Class meeting days].
LCPS Staff Training Center Cafeteria.

## *Instructor*
**Name:**        Dr. Alan Sturrock
**Office Hours:** Mondays, 3 to 5:00pm, or by appointment.
**Office Location:** Thompson Hall, Suite 1300 [Fairfax campus]
**Phone:**       703-993-4413 [GMU]
*Email***:**        asturro1@gmu.edu

## Fax #:  703-993-3643

*Website:*  Blackboard [http://mymsonportal.gmu.edu]

**Class BLOG:**  https://loudoun11curriculumblogchat.blogspot.com

*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.

*Prerequisites:* EDLE 620, EDLE 690, and EDLE 791.

*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.

**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._**

**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 <u>two</u> 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.

.
**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), (1.3), (1.4), (2.2), (2.3), (2.4), (3.4), (3.5), (4.1), (6.2) and (6.3).

**Textbook*s*** [required]:

Mooney, Nancy J & Ann T. Mausbach (2008). *Align the Design: A Blueprint for School Improvement.* Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].

Reference texts (**optional…. 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

**Course 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 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 areas of instructional leadership and management. You will be assessed on your ability to analyze situations from the broad perspective of an emerging 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 project] for re-grading within one week of receipt. The original assignment should be clipped/stapled to the re-write.

**TK20 Performance-Based Assessment Submission Requirements**

Every student registered for any EDLE Course with a required performance-based assessment is required to submit these assessments, [a] **Demographic Analysis of Data,** and **[b] Curriculum Design Framework]** to TK20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**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.*
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.

**Grading Scale:**

Participation in class [attendance, class blog, class discourse]          20 points
 Assignment #1 …………………………………………………………. 15 points
 Assignment #2…………………………………………………………25 points
 Assignment #3…………………………………………………………. 40 points


                                                            TOTAL:    100 points

A+=100+ points          A=95-100 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

## Professional Dispositions

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

## Tentative Class Schedule**

**[Notes: [i] Other than chapters from the Mooney/Mausbach text, all readings and videos [to be viewed] can be found on Blackboard[Bb]]; [ii] 'E' Class Sessions are Shaded in BLUE**

| Date | Topic | Essential Questions | Readings, etc. | Assignment Due Dates |
|---|---|---|---|---|
| Session 1 April 24 | [1] Introductions Course Overview – [2] Course in 'Miniature' | What is the purpose of Curriculum? | [a] Tuttle [Bb] [b] Ken Robinson [Bb] [c] '50 Influences' [Bb]-in-class | |
| Session 2 April 24 | [1] Historical Foundations of Curriculum [2] Assignment #1 –Q/A | What should be the purpose of Curriculum? | [a] McGuffey's Readers examined[Bb] [b] Glatthorn [Bb] [c] Aaron Huey [BB]-in-class | |
| Session 3 May 1 'E' Class | [1] Philosophical Foundations of Curriculum | What is/should be the purpose of Curriculum? Which philosophies prevail in today's educational world? | [a] Ornstein [Bb] [b] Mr. Keating [YouTube-Bb] [c] Ethics Podcast [Bb] | |
| Session 4 May 3 | [1] Sociology of Curriculum [2] Assignment #2- Q/A | What is/should be the purpose of Curriculum? How are the tensions | [a] Berliner [Bb] [b] Sociology [YouTube-Bb] -in | **Assignment #1 due** |

| | | between 'functionalists' and 'conflict theorists' resolved via Curriculum change? | *class*<br><br>[c] Intelligent Design on Trial-PBS-Bb] | |
|---|---|---|---|---|
| Session 5<br><br>May 8 | [1] Politics of Curriculum<br><br>[2] NCLB: What changes **might** re-authorization have wrought on behalf of children? | What is/should be the purpose of Curriculum? | [a] 'Politics & Education Don't Mix' [Bb]<br>[b] Politics of Curriculum [simulation on Bb]<br><br>Mooney & Mausbach, Chapter 5- *in class* | |
| May 10<br>'E' Class | | Why UBD as a conceptual framework? | ASCD [dvd]<br>Grant Wiggins [video]<br>Heidi Hayes Jacobs: Curriculum Mapping [video] | |
| Session 6<br><br>May 15 | The Taught [& Hidden] Curriculum<br><br>Assignment #3 Q/A | Are Pacing Guides the 'master' or 'servant' to the Taught Curriculum?<br><br>How important is 'The Taught Curriculum' in the written-taught-tested tripod in schools? | [a] 'Collaborative Planning' & 'The World Peace Game' [Bb]<br> [b] Julie Healy essay on Pacing Guides [Bb]<br>[c] Mooney & Mausbach, Chapter 3-*in-class* | |
| Session 7 | | | [a] Generic versus | |

| | | | | Assignment #2 due |
|---|---|---|---|---|
| May 17<br><br>'E' Class | The Written Curriculum | Who should write the Curriculum [and why]?<br><br>How do school systems balance these interests: Sols; Pacing Guides, Programs of Study? | Specific Curriculum, & FCPS Written Curriculum [Bb]<br>[b] Case Study: 'Who Needs Lesson Plans?' [Bb]<br>[c] Mooney & Mausbach, Chapter 1 | **Assignment #2 due** |
| Session 8<br>May 22 | [1] The Tested Curriculum<br>[2. UBD [Understanding by Design] introduced | If Testing has become an 'end' & a 'means', what role should Curriculum play? | [a] 'The 500 Pound Gorilla' [Bb]<br>[b] 'Testing, Testing' [WPost] on [Bb]<br>[c] Mooney & Mausbach, Appendices A & B- *in class* | |
| Session 9<br><br>May 24<br><br>'E' Class | [1] Understanding by Design [continued]<br>[2] Curriculum Mapping [Joining the dots…] | What conceptual frameworks best join the dots [taught, written & tested Curricula]? | [a] Mooney & Mausbach, Chapter 6 | *Draft of Assignment #3 [part 1] due-* ***optional*** |
| May 29 | Memorial Day holiday | No Class | | |
| Session 10<br><br>May 31 | Curriculum Alignment<br><br>Curriculum Evaluation | What are the purposes & effects of Alignment?<br>Who should evaluate the Curriculum? | [a] The Bellevue K-12 Maths Case Study [Bb]<br>[b] 'TAH Social Studies Lesson' [Bb]<br>[b] Mooney & Mausbach, Chapter 2-*in class* | |
| Session 11<br><br>June 5 | Curriculum Development & Professional Development | In what ways does Professional Development Support Curriculum Development? | [a] Dennis Sparks: [i] 5 Models and [ii] Leadership Forum [Bb]<br>[b] Mooney & | |

| | | | Mausbach, Chapter 8-*in class* | |
|---|---|---|---|---|
| Session 12<br><br>June 7<br><br>'E' Class | Standards-Based Practices<br><br><br><br>Course Themes/Wrap-Up | 'Quo Vadis', Common Core? | [a] How to Read Common Core [Bb]<br>[b] Bill Nye on Common Core [Bb] | **Assignment #3 due** |
| | | | | |

**\*\*Syllabi created in a learner vacuum are by nature, imperfect\*\***

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

## 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/

## 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. 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/].

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

## Campus Resources

a.   Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

b.   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/].

c.   The 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/).

d.   The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources.  Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/).  Students in need of these services may contact the office by phone at 703-993-3686.  Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/

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

## Assignment #1 [15 points]

**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 6 to 8 page, double spaced *essay* 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 multiple 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 *90 to 100%* | Meets Expectations *80 to 89%* | Approaching Expectations *70 to 79%* | Falls Below Expectations *0 to 69%* |
|---|---|---|---|---|
| Includes a statement that relates to area of study [weighting 15%] | 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 45%] | 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 conduct interviews with an Administration or [b] | The impact of the School Board Policy is clearly and concisely presented from | The impact of the School Board Policy is presented from either interview [a] | The impact of the School Board Policy is discussed in general terms. | The impact of the School Board Policy is not discussed. |

| Stakeholders regarding selected policy [weighting 35%] | multiple interviews [a and b]. | or interview [b]. | | |
|---|---|---|---|---|
| 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 |

# Study of Demographic Information and Assessment Data for Improved Student Performance [25 points]

**Purpose**
The purpose of this assignment is to demonstrate students' ability to analyze demographic and test data (Standards of Learning or other test results) as it relates to curriculum and/or instructional improvement. Each student will obtain the above-mentioned information from their schools, and analyze strengths/weaknesses of existing SIP/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.

**Assignment**
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 SIP/Action Plans at your school, analyze the strengths and weaknesses in the SIP/Action Plans with a view to helping teachers/staff members improve student performance in the two targeted curriculum areas.

Plan of Action
1. Locate the most recent AYP/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 why it persists] and probable causes for action plan strengths/weaknesses.

5. Locate 3 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.

| Criteria | Levels of Achievement | | | |
| --- | --- | --- | --- | --- |
| | exceeds expectations | meets expectations | approaching expectations | falls below expectations |
| ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. Weight 20.00% | 90 to 100 % Cultural diversity in the school and its community is described and analyzed (race, ethnicity, gender, age, socio-economic status, English language learners, and special education) over at least the last three years. | 80 to 89 % 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. | 70 to 79 % Cultural diversity is described and analyzed, but lacks information on all 7 categories. | 0 to 69 % Cultural diversity of either the school or community is analyzed, but not both. |
| ELCC 1.2: Candidates demonstrate that they understand and can use data to plan, identify and achieve school goals Weight 15.00% | 90 to 100 % Candidate provides evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. | 80 to 89 % Candidate provides evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. | 70 to 79 % Candidate provides evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. | 0 to 69 % Candidate does not provide evidence, or demonstrates an inability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. |
| ELCC 1.3: Candidate' demonstrate the ability to promote continual and sustainable school improvement Weight 15.00% | 90 to 100 % Candidate provides evidence of a superior ability to promote continual and sustainable school improvement. | 80 to 89 % Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement. | 70 to 79 % Candidate provides evidence of some ability to promote continual and sustainable school improvement. | 0 to 69 % Candidate does not provide evidence, or demonstrates an inability to promote continual and |

| | | | | |
|---|---|---|---|---|
| | | | | sustainable school improvement. |
| **ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders Weight 10.00%** | **90 to 100 %** Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders. | **80 to 89 %** Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders. | **70 to 79 %** Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders. | **0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders. |
| **ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Weight 15.00%** | **90 to 100 %** 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. | **80 to 89 %** 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. | **70 to 79 %** 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. | **0 to 69 %** Limited analysis provided of school action plan(s) in relation to identified achievement gap areas. Instructional practices, programs, and assessments are not addressed. |
| **ELCC 3.4 Candidates understand and can develop school capacity for distributed leadership. Weight 20.00%** | **90 to 100 %** 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. | **80 to 89 %** Recommendations highlight appropriate research strategies to promote improved student achievement in ONE curricular area and involve school staff in the change process. Strategies reflect students' learning needs analyzed from the school's demographic and assessment data. | **70 to 79 %** 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. | **0 to 69 %** Recommendation does not include appropriate research strategies, involve the school staff, or connect to students' learning needs. |

| Spelling, grammar, mechanics. Weight 5.00% | 90 to 100 % The project is error free and is clearly and professionally presented. | 80 to 89 % The project has no spelling errors and no more than two mechanical errors. | 70 to 79 % The project has some spelling, grammar and/or mechanical errors. | 0 to 69 % The project has multiple errors in spelling and/or mechanics. |
|---|---|---|---|---|

| Spelling, grammar, mechanics. Weight 5.00% | 90 to 100 % The project is error free and is clearly | 80 to 89 % The project has no spelling errors and | 70 to 79 % The project has some spelling, | 0 to 69 % The project has multiple errors in spelling and/or mechanics. |
|---|---|---|---|---|

# Design of Curriculum Framework [40 points]

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 *problem-based* model to be used by emerging leaders in your field.
An example might be the creation of a design framework that addresses a specific, site-based problem, in the creation of a 5 to 6 PD Course sequence to help classroom teachers better integrate technology into their day-to-day practice.

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] of the major elements of EDLE 616 together, allowing students to apply what they've learned in a concrete way [theory to practice], such as aligning the program [written, taught, tested curriculum] 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, Technology Integration, Leadership for ELL Students, 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 25 to 30 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 is comprised of 3 parts: [i] Part 1 consists of a  conceptual design; [ii] Part 2 comprises 5 to 6 course offerings & brief descriptions, along with course assessment[s]—formative or summative; and [iii]  a UBD designed Professional Development Session [on ONE of the courses].
 For all 3 parts, these components should be included:

1. a philosophy and/or vision for the aspiring leaders' program [conceptual design]
2. a validation matrix connected to ELCC Standard elements [listed on Syllabus, page 2].. conceptual design]
3. a list of the critical knowledge, skills, and dispositions needed by aspiring leaders [ conceptual design]

4. a list of essential questions to guide the content of your curriculum framework [ conceptual design]
5. evidence of thoughtful inclusion of UBD as part of the 5 to 6 Program  [course] design [coursework]
6. an assessment plan for your curriculum coursework [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 [PD session].

**\*it is recommended that you submit the Conceptual Design [see items 1, 2, 3 and 4] as a Draft for feedback, somewhere before or on Lesson 9\***

| Criteria | Levels of Achievement | | | |
|---|---|---|---|---|
| | **exceeds expectations** | **meets expectations** | **approaching expectations** | **falls below expectations** |
| **ELCC 6.3 Candidates demonstrate skills in adapting leadership strategies and practice to address emerging school issues. Weight 20.00%** | **90 to 100 %** 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. | **80 to 89 %** Proposed curriculum design model includes [a] [a] emerging trends, and [b] 2 other elements listed. | **70 to 79 %** Proposed curriculum design model includes [a] emerging trends, and [b] 1 other element listed. | **0 to 69 %** Proposed curriculum design model suggests (generally) trends, best practices and current research. |
| **ELCC 6.2 Candidates understand and can act to influence decisions affecting student learning in the school environment. Weight 10.00%** | **90 to 100 %** Proposed curriculum design model demonstrates candidate's superior ability to advocate for policies and programs that promote equitable learning opportunities for all students | **80 to 89 %** Proposed curriculum design model demonstrates candidate's ability to advocate for policies and programs that promote equitable learning opportunities for all students | **70 to 79 %** Proposed curriculum design model demonstrates some capacity to advocate for policies and programs that promote equitable learning opportunities for all students | **0 to 69 %** The proposed model does not include evidence relate to candidate's superior ability to advocate for policies and programs that promote equitable learning opportunities for all students |
| **ELCC 1.1 Candidates demonstrate skills** | **90 to 100 %** Proposed curriculum design | **80 to 89 %** Proposed curriculum design | **70 to 79 %** Proposed curriculum design | **0 to 69 %** Proposed curriculum design |

17

| | | | | |
|---|---|---|---|---|
| **in the design and support of a collaborative process for developing and implementing a school vision. Weight 10.00%** | 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. | model includes 3 out of the 4 elements listed. | model includes 2 out of the 4 elements listed. | model only focuses on 1 of the elements listed. |
| **ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders Weight 10.00%** | **90 to 100 %** Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders. | **80 to 89 %** Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders. | **70 to 79 %** Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders. | **0 to 69 %** Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders. |
| **ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Weight 15.00%** | **90 to 100 %** Proposed curriculum design model incorporates current Adult Learning theories, multiple assessment (formal & informal) models, opportunities to showcase diverse learners, and strong evidence of the UBD backward design model. | **80 to 89 %** Proposed curriculum design model includes 3 out of the 4 elements listed. | **70 to 79 %** Proposed curriculum design model includes 2 out of the 4 elements listed. | **0 to 69 %** Proposed curriculum design model focuses only on 1 element listed. |
| **ELCC 2.3 Candidates demonstrate skills in designing the use of differentiated instructional strategies, curriculum materials, and evidence of UBD in design and the** | **90 to 100 %** Proposed curriculum design model reflects differentiation in the design, and a strong inquiry-based approach to learning in the entire course sequence. | **80 to 89 %** Proposed curriculum design model includes evidence of 2 out of the 3 elements listed. | **70 to 79 %** Proposed curriculum design model includes evidence of 1 out of the 3 elements listed. | **0 to 69 %** Proposed curriculum design model only hints at generalities in all of the elements listed. |

| **provision of high-quality instruction. Weight 15.00%** | | | | |
|---|---|---|---|---|
| **ELCC 2.4 Candidates demonstrate skills in using technologies for improved classroom instruction, student achievement and continuous school improvement. Weight 10.00%** | **90 to 100 %** Proposed curriculum design model incorporates the application of technologies in classroom instruction, student achievement, and school improvement. | **80 to 89 %** Proposed curriculum design model includes 2 out of the 3 elements listed. | **70 to 79 %** Proposed curriculum design model lists only one of the elements. | **0 to 69 %** No elements are included in the overall design. |
| **ELCC 3.5 Candidates demonstrate that they can understand and ensure that teacher time focuses on supporting high quality instruction and student learning Weight 5.00%** | **90 to 100 %** The proposed curriculum model demonstrates a superior understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students | **80 to 89 %** The proposed curriculum model demonstrates some understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students | **70 to 79 %** The proposed curriculum model demonstrates vague or incomplete understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students | **0 to 69 %** The proposed model does not provide evidence of candidate understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students |
| **Unblemished Prose. Weight 5.00%** | **90 to 100 %** Proposed curriculum design model is error free. | **80 to 89 %** Proposed curriculum design model contains 1 or 2 errors. | **70 to 79 %** Proposed curriculum design model contains 5 or more errors. | **0 to 69 %** Proposed curriculum design model is riddled with errors. |