

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Education Leadership Program

Course Syllabus

Course Number and Title

EDLE 616.001 Curriculum Development & Evaluation (3 credits)
Spring 2020.

Meeting Dates & Times [& Location]:

Thursdays, 4:30pm -7:10pm,
Thompson Hall L013 [Fairfax Campus }

Instructor

Name: Dr. Andrew Buchheit
Office Hours: Thursdays before or after class or by appointment.
Office Location: Thompson Hall Suite 1300
Phone: 703.615.0744 (Cell)
Email: abuchhe@gmu.edu

Website: Blackboard [<http://mymasonportal.gmu.edu>]

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: In three Units [micro, micro-macro, and macro] EDLE 616 examines relationship of written, taught, and tested curriculum; and identifies critical leadership decisions that can positively impact student achievement. Furthermore, EDLE 616 identifies components of effective conceptual frameworks [UBD, Mapping] and constructs a Curriculum Design model for emerging leaders.

Nature of Course Delivery: EDLE 616 is offered as a face to face course. In case of class cancellation due to inclement weather, online work may be assigned.

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, group Blog submissions, 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 Leaders and Learners.

Learner Outcomes: Students who successfully complete the requirements for EDLE 616 will be able to:

- A. 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 [that is UBD-informed]
- B. 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
- C. 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]
- D. 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).

Textbooks [required]:

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

Virginia Standards of Learning

Additional required readings assigned to be handed out in class or posted in Blackboard.

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)

McTighe, J. & Wiggins, G. (2005). *Understanding by Design*. (Expanded 2nd Edition.) Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].

Schmoker, Mike (2018). *Focus: Elevating the Essentials to Radically Improve Student Learning*. (2nd Edition). Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].

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/attached 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] Curriculum Design Framework, and [b] Demographic Analysis of Data**, 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 grade will convert to some F nine weeks into the following semester.

Course Requirements: You are expected to attend each *face2face* 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 – as needed- 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.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions always. See: <http://cehd.gmu.edu/students/policies-procedures/>

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of

your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

Grading Scale:

| Activity | Total Points |
|---|--------------|
| Participation in Class/Attendance | 15 |
| Assignment #1 - Identify critical school board policy for curriculum development and evaluation | 10 |
| Assignment #2 UBD/CLT planning documents presentation | 10 |
| Assignment #3 - Design of Curriculum Framework | 35 |
| Assignment #4- Data Analysis assessment | 30 |

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

Tentative Class Schedule**

[Notes: Other than chapters from the Mooney/Mausbach text, all readings and videos [to be viewed] can be found on Blackboard or will be handed out]

| Week | Topic/Activities | Assigned Readings, Viewings | Assignments |
|--|--|--|-------------|
| <u>1</u> <u>Jan. 23</u> | Understanding the purpose of Curriculum Discuss Assignment #1 Develop our Learning Community | [a] Curriculum Comparison (Creese) [b] What school Principals... (Bottoms) [c] Pacing Guide (Healy) | |
| <u>2</u> <u>Jan. 30</u> | Curriculum Process | [a] Mooney & Mausbach, Ch 1 [b] Understanding Curr. Process [c] Understanding the Tyler Rationale (Wraga) [d] Florida Bill | |
| <u>3</u> <u>Feb. 6</u> | The Taught, Written, and Hidden Curriculum | [a] Mooney & Mausbach, Ch. 7 [b] Written Curriculum in FCPS (Sall) [c] The 500 Pound Gorilla (Kohn) [d] Washington Post article (Strauss) | |

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|---|--|--|------------------------------------|
| <u>4</u> <u>Feb. 13</u> | Curriculum Design: An introduction to UBD | [a] Complete Assignment #1 [b] Prepare to share brief highlights of assignments. [c] UbD Ch.1 (Wiggins) | Assignment #1 due |
| <u>5</u> <u>Feb. 20</u> | Conceptual Framework Curriculum Mapping | [a] Understanding by Design Excerpt (Wiggins) [b] Oppts & Challenges of CMI (Shilling) [c] TAH War of 1812 Lesson Plan [d] Mapping Big Picture (Jacobs) | |
| <u>6</u> <u>Feb. 27</u> | Curriculum Alignment | [a] Mooney & Mausbach, Ch. 2 [b] Bellevue K12 Math Alignment [c] Focus Chap. 1 – Schmoker | |
| <u>7</u> <u>Mar. 5</u> | Collaboratively planning for student achievement, progress, and success. | [a] Sharing Artifacts and presentations. [b] Excepts Curriculum 21 (Jacobs) | Assignment #2 Presentations |
| <u>Mar. 12</u> | Spring Break | No Class Sessions | |
| <u>8</u> <u>Mar. 19</u> | Curriculum Development & Professional Development | [a] Mooney & Mausbach, Ch. 6 [b] Margot's Case Study [c] Disillusioned AP [d] Dennis Sparks Video | |
| <u>9</u> <u>Mar. 26</u> | Standards Based Curriculum | [a] Mooney & Mausbach, Ch. 3 [b] Excerpt Principal's Guide Ch, 7 – Sorenson, et al. | |
| <u>10</u> <u>Apr. 2</u> | History of Curriculum: | [a] View Prezi of McGuffey's Readers [b] Glatthorn pages 32/33, 44-56 [c] 50 influences [d] Kate Tuttle Reiview | |
| <u>11</u> <u>Apr. 9</u> | Curriculum Frameworks Presentations | [a] Finalize Assignments – [b] Present Frameworks to class. [c] Mooney & Mausbach, Ch. 4 | Assignment #3 due to Tk20 |
| <u>12</u> <u>Apr. 16</u> | Philosophies of Curriculum | [a] Reading] Ornstein article [b] Educational Philosophies [vid] [c] Mr. Keating's classroom [d] [podcast] Ethical Leadership | |

| | | | |
|---|---|--|---------------------------|
| <u>13</u> <u>Apr. 23</u> | Sociology of Curriculum | [a] [reading] Berliner-‘Fixing Schools...’ [b] vid] Intelligent Design [c] [Case Study] The Devil Teaches Spelling [d] Excerpt [d] Ch. 4 Ubd – Wiggins -excerpt | |
| <u>14</u> <u>Apr. 30</u> | Politics of Curriculum | [a] Mooney & Mausbach, Ch. [b] [reading] Atlantic article [c] Read Budget Case study/simulation | |
| <u>15</u> <u>May 7</u> | Curriculum and Leadership Revisit Course Themes. | [a] Ch. 1 from Principal’s guide to Curriculum Leadership – excerpt [b] Mooney & Mausbach, Ch. 8 [C] Share highlights from assignment – | Assignment #4 due to Tk20 |

*****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 and 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

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- **For information on student support resources on campus, see** <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**
As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Other reminders:

Plagiarism Statement: 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 (Statement of English Department at George Mason University).

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.

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, meaning 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/>

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. As a matter of policy, I do not respond to anonymous e-mails.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Assignment #1 [10 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]

| Levels of Achievement | | | | |
|--|--|--|---|---|
| Criteria | Exceeds Expectations <i>90 to 100%</i> | Meets Expectations <i>80 to 89%</i> | Approaching Expectations <i>70 to 79%</i> | Falls Below Expectations <i>0 to 69%</i> |
| 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] Stakeholders 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 [10 Points]**Team Planning Document PRESENTATION**

Identify critical components required in Teacher driven Instructional and Assessment planning documents

[Individual Assignment]

Purpose:

As educational leaders, it is important that we are able to articulate what you would expect to see from instructional personnel in their Collaborative Learning Team/Professional Learning Community/Team or Department Data meetings/ and what artifacts you would want to have them provide you as their supervising administrator.

Assignment:

Prepare a short presentation/discussion/activity whereby you would identify for your classmates what you would look for in CLT planning documents, CLT Agendas, Data discussions and/or any other type of planning meeting.

NOTE: All Students should find 1 or 2 artifacts from their current division/district and compare them to other similar documents we have discussed in class including UBD format.

1. Your presentation will be done in class. The class will serve as the faculty or staff at your school for this presentation.
2. As the building administrator/department chair/grade level administrator you will be providing a brief overview to “the staff” about your expectations for their team meetings and your rationale for your expectations.
3. As the building or department administrator share with the class (“staff at your school”) what you would look for in a team planning meeting including:
 - a. Planning documents,
 - b. CLT/PLC/team agendas,
 - c. Team data discussions,
 - d. Any additional information you would want your team to focus on.
4. Compare and contrast the documents your school or division uses with the expectations discussed in class. Identify strengths/weaknesses for each, and then elaborate on why you feel it is a strength of a weakness.
5. Your presentation should explain the benefits and/or drawbacks of the current documents/artifacts and compare them to formats we discussed in class

specifically Understanding By Design (UBD) – although you can also compare/contrast to other formats.

6. You should analyze its components in relation to the needs of a
 - a) Specific grade level or
 - b) Content area.
 - c) Expected implementation

7. Time limit for all presentations is 10-15 minutes.

Note: If your school does not use formal planning documents or team/department agenda, you can develop ones that you would implement.

| Levels of Achievement | | | | |
|--|---|---|--|--|
| Criteria | Exceeds Expectations <i>90 to 100%</i> | Meets Expectations <i>80 to 89%</i> | Approaching Expectations <i>70 to 79%</i> | Falls Below Expectations <i>0 to 69%</i> |
| Clear explanation of expectations for Team/CLT/PLC/Data meetings. [weighting 30%] | Clearly explains all aspects of Team Data meeting Expectations and why | Expectations shared for most components. Rational given. | Not all Expectations not clearly defined. No rationale given for expectations. | Vague presentations – most expectations not explained. No Rationale. |
| Compare and contrast documents by identifying benefits and drawbacks and explaining rationale for why. [weighting 30%] | Presentation clearly explains strengths and weaknesses of documents and rationale. | Clearly compared documents but did not provide rationale for strengths and weakness | No clear comparison of documents | No documents are shared. |
| Documents analyzed and explanation provided for the components including targeted grade, content area, and how implemented [weighting 30%]. | Clear explanation given for all components including how documents will be implemented. | Explanation given for most of the documents. | Explanation vague or not complete | No documents are shared. . |
| Candidates present clearly and professionally. [weighting 10%] | The project is error free and clearly and | Presentation contains some errors | Presentation is rambling or vague. | Presentation is off topic |

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| | professionally presented | in content or presentation | | |
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Assignment #3

Design of Curriculum Framework (35 pts) (subject to adjustment/change)

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

NOTE: Use the UBD resources from class as a guide for creation.

As one of the middle courses in the licensure program, creating a leadership framework allows students an opportunity to reflect on what they've learned about site-based leadership to date and what they would still like to explore.

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 several [at least 3] existing 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. Philosophy and/or vision for the aspiring leaders' program (Conceptual Design)
2. Validation matrix connected to ELCC Standard elements from the UBD text (listed on Syllabus, page 2.. Conceptual Design)
3. List of the critical knowledge, skills, and dispositions needed by aspiring leaders (conceptual design)
4. 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)
6. The 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

| Levels of Achievement | | | | |
|---|---|---|--|---|
| Criteria | 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] 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 | 90 to 100 % Proposed curriculum | 80 to 89 % Proposed curriculum | 70 to 79 % Proposed curriculum | 0 to 69 % The proposed model does not |

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| decisions affecting student learning in the school environment. Weight 10.00% | design model demonstrates candidate's superior ability to advocate for policies and programs that promote equitable learning opportunities for all students | design model demonstrates candidate's ability to advocate for policies and programs that promote equitable learning opportunities for all students | design model demonstrates some capacity to advocate for policies and programs that promote equitable learning opportunities for all students | 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 in the design and support of a collaborative process for developing and implementing a school vision. Weight 10.00% | 90 to 100 % 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. | 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 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 | 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. |

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| | | 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 provision of high-quality instruction. Weight 15.00% | 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 the elements listed. |
| 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, | 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. |

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| | student achievement, and school improvement. | | | |
| 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. |

Assignment #4:

Study of Demographic Information and Assessment Data for Improved Student Performance [30 points]— (Subject to adjustment/pacing)

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 specific student demographic and/or 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:

- a) Target the identified deficit areas, and
 - b) 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.

Ultimately, a data-based analysis such as this would lead to the development of a School Improvement Plan (SIP) which would identify strengths, weaknesses, and areas of improvement for instruction. Think about that as the final product of this assignment, in that you would then be able to use that to help create an SIP. You can include in your presentation some suggestions that you would make in the SIP if you were the leader of that school.

All assignments should be your own work. Citations for sources, and credit to the work of other authors should be acknowledged. At several points during the course, we will have a check in to be sure you are on target. Waiting until the last minute to create an assignment usually results in a poor product. Food for thought!

| Levels of Achievement | | | | |
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| Criteria | 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 | 90 to 100 % Candidate provides evidence of a superior ability to collect | 80 to 89 % Candidate provides evidence of an adequate ability to collect | 70 to 79 % Candidate provides evidence of some ability to collect and use | 0 to 69 % Candidate does not provide evidence, or demonstrates an |

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| can use data to plan, identify and achieve school goals Weight 15.00% | and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. | and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. | data to identify school goals, assess organizational effectiveness, and | 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 | 90 to 100 % Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, | 80 to 89 % Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices and/or | 70 to 79 % Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, | 0 to 69 % Limited analysis provided of school action plan(s) in relation to identified achievement gap areas. Instructional practices, |

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| school program. Weight 15.00% | instructional programs, and assessments that support student learning in two curriculum areas are described and evaluated. | instructional programs, and/or assessments that support student learning in two curriculum areas are described and evaluated. | programs, and assessments are not clearly described or evaluated. | 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. |