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

EDLE 616.BO1 Curriculum Development & Evaluation
Summer, 2020 [3 credit hours]

Instructor
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Prerequisites: EDLE 620, EDLE 690, and EDLE 791

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

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

Course Information

Class Location: Blackboard

Class Dates: Fall 2019 Cohort [O/L], June 1st through July 25th, 2020.

Course Delivery Method

This course will be delivered online (100%) using an **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on or about May 30th.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

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

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

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

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

Expectations

• **Course Week:**

Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Mondays, and finish on Fridays. [**Memorial Day holiday will be observed].

• **Log-in Frequency:**

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least daily [or several times per week].

• **Participation:**

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments,

and participating in course discussions and group interactions.

- **Technical Competence**:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:**

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**

Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or Skype. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

<u>Learner Outcomes:</u>

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

[i] demonstrate an in-depth knowledge of curriculum design, development and evaluation and connect all parts to ELCC standards in the design [and presentation] of a mini curriculum framework

[ii] demonstrate the ability to analyze school demographic and assessment data and use the same to create a professional development plan [PDP] to improve student performance in two critical areas

[iii] identify an emerging/controversial issue in curriculum development/evaluation and create a plan to serve as a guide for educators to fully understand it [the plan should connect best thinking/practices on the issue to 2 or 3 essential questions]

[iv] investigate the components of a well-formed BOE policy on curriculum development/evaluation and apply that knowledge to *solve* a problem either at a specific grade level or content area.

Course Objectives:

1. Understand the myriad influences on the Field of Curriculum, Development, Design & Evaluation.

2. Investigate frameworks—Understanding by Design, Curriculum Mapping—that efficiently connect Curriculum Standards to Programs of Study.

3. Analyze Curriculum Leadership practices in the areas of Evaluation, Professional Development, Alignment and Standards-based practices.

Relationships to Program Goals and Professional Organizations:

The importance of strengthening and guiding instruction in educational settings is a leadership theme of academic and professional organizations alike. The purpose of the course is to strengthen the knowledge, skills and dispositions of EDLE candidates as instructional leaders and managers. The course provides models for (1) designing and managing curriculum; (2) relating to school board policy, professional development, and budget to effective instructional leadership; (3) constructing effective teacher-friendly curriculum guides; and (4) collecting and using demographic data to create a plan for improved student performance.

This course meets applicable competencies, standards, and guidelines set forth by the Virginia Department of Education (VA DOE), Interstate School Leaders Licensure Consortium (ISSLC), National Council for Accreditation of Teacher Education (NCATE), and Educational Leadership Constituent Council (ELCC), as shown below.

VA DOE Competencies (a 1,3,4,5 and 6; c1; e1; f 4,5}

NCATE Guidelines (Strategic Leadership: 1.3, 1.6, 2.4; Instructional Leadership: 3.3, 3.4, 3.5, 3.6. 3.9; Organizational Leadership: 9.1)

ELCC Standards [2011]: (1.1), (1.2), (1.4), (2.2), (2.3), (2.4), (6.3)

Required Textbook[s]:

[Required]: Lalor, Angela di Michelle [2017]. *Ensuring High Quality Curriculum [How to Design, Revise or Adopt Curriculum Aligned to Student Success.* Alexandria, VA: ASCD.

[**Recommended & optional**]: Mooney Nancy J., & Mausbach, Ann T. [2008]. *Align the Design: A Blueprint for School Improvement.* Alexandria, VA.: ASCD.

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

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Course Submission Policies and Evaluation Criteria

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

TK20 Performance-Based Assessment Submission Requirement
Every student registered for any Education Leadership course with a required performance-based assessment is required to submit these assessments in edle 616—[i] **Design for Curriculum Framework, and [ii] Demographic Analysis & Assessment 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 will convert to an F nine weeks into the following semester.

Grading

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

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

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, **participation points are given by unit,** rather than per learning activity. Participation points are divided into two parts:
[i] Reflections [Journals]—individual submissions [10]

[ii] Discussion Boards [6]: [i] Other than the introductory short video, most Discussion Board activities require **group responses** [plus _one_ response to another group post]; [ii] Journals are **individual submissions.**

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

Introduction [10 points]
- Video Post [Lesson 1]- [10 points]

Unit 1 [52 points]

- Journal Reflections [4] -[28points]
- Discussion Boards [2] - [24 points]

Unit 2 [26 points]
- Journal Reflections [2] - [14 points]
- Discussion Boards [1]- [12 points]

Unit 3 [52 points]
- Journal Reflections [4] – [28 points]
- Discussion Boards [2]- [24 points]

Grading Scale
A+   400+ points
A   375 – 400
A-   350 – 374
B+   335 --- 349
B   315 --- 334
B-   300 --- 314
C   275 --- 299
F   Below 275 points

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Note: Please refer to the Weekly Schedule on Blackboard for the most up---to---date version of the Course Schedule—including reading and viewing assignments, etc.

DATE/WEEK	UNIT	LESSON [s]	ACTIVITIES/READINGS [principal]/ ASSIGNMENTS
Week 1 [June 1 –June 5]	0/1	Orientation Introduction to Unit 1 Lesson 1: Course in Miniature	**See Units on Blackboard**
Week 2 [June 8 –June 12]	1	Lesson 2: The Taught & Hidden Curriculum Lesson 3: The Written Curriculum	
Week 3 [June 15 – June 19]	1	Lesson 4: The Tested Curriculum Lesson 5: Conceptual Frameworks—UBD & Mapping	**Assignment #1 due [Lesson 4/5]**
Week 4 [June 22 – June 26]	2	Introduction to Unit 2 Lesson 6: Curriculum Evaluation Lesson 7: Curriculum Alignment	
Week 5 [June 29 – July 3]	2/3	Lesson 8: Curriculum Development & Professional Development Introduction to Unit 3	**Assignment #2 due, July 6**
Week 6 [July 6 – July 10]	3	Lesson 10: Histories of Curriculum Lesson 11: Philosophies of Curriculum	
Week 7 [July 13 – July 20]	3	Lesson 12: Sociology of Curriculum	
Week 8 [July 20 – July 24]	3	Lesson 13: Politics of Curriculum	**Assignment #3 due, July 27**

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

1. GMU Policies and Resources for students

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

- 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.

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

COURSE ASSIGNMENTS [3]

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

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

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

Criteria	Exceeds Expectations *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	Connections	Connections	Connections	No connections

made from School Board Policy to grade level and/or content area [weighting 45%]	from School Board Policy to grade level and/or content area are clearly and concisely explained.	from School Board Policy to grade level and/or content area listed.	from School Board Policy to grade level and/or content area are vaguely suggested	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

DUE DATE: Lesson 4 [Upload your paper to the Course site 'ASSIGNMENTS']

2. **Design of Curriculum Framework [100 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

Assignment #2: Design of Curriculum Framework [100 points] --RUBRIC

	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 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 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	90 to 100 % Candidate provides evidence of a	80 to 89 % Candidate provides evidence of an	70 to 79 % Candidate provides evidence of	0 to 69 % Candidate does not provide evidence or

and revise school plans supported by school stakeholders Weight 10.00%	superior ability to evaluate school progress and revise school plans supported by school stakeholders.	adequate ability to evaluate school progress and revise school plans supported by school stakeholders.	some ability to evaluate school progress and revise school plans supported by school stakeholders.	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 provision of	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.

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.

DUE DATE: <mark>Lesson 8 [Upload both parts of your Framework to 'Assessments' tab [Tk20]]</mark>

3. Demographic Analysis of Assessment Data [for Improved Student Performance] [110 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.

Assignment #3 Demographic Analysis of Assessment Data [110 points]

RUBRIC

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.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
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	**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

| | and professionally presented. | no more than two mechanical errors. | grammar and/or mechanical errors. | spelling and/or mechanics. |

DUE DATE: Lesson 13 <mark>**[Upload your paper to the Course Site 'Assessments' tab [Tk20]]**</mark>