GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Graduate School of Education

Education Leadership Program

Course Syllabus

Course Number and Title

EDLE 616.602 Curriculum Development & Evaluation (3 credits) - Summer 2020.

Instructor

Name: Dr. Andrew Buchheit
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Prerequisites: EDLE 620, EDLE 690, and EDLE 791.

Course Description:
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.

Course Objectives:
1. Understand the many influences on the Field of Curriculum Development, Design and Evaluation.

2. Investigate frameworks 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.

Course Information

Class Location: Blackboard

Class Dates: May 18, 2020 – July 28, 2020

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 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 Monday, May 15, 2020.

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 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/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Monday and finish on Friday**.

- 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 several times a 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.   Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

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

- **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.

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).

Required Textbook
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 posted in Blackboard.

Recommended and 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].

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

Course Submission Policies and Evaluation Criteria:
Assignments are due by 11:59 pm 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.**

Because EDLE 616 is a graduate level course, high quality work is expected 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 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 <u>with a required performance-based assessment</u> is required to submit these assessments in EDLE 616 **[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.

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

Grading

Students can earn a total of 400 points in this course. The 3 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. Weekly assignments and discussions will be assigned. Most weeks students will be expected to respond to their classmates posts.

Graded Assignments (65% or 260 points of total grade)

There will be 3 Graded Assignments for this course. These are major assignments that may take multiple weeks. Do not wait until the due date to attempt to complete the assignments. Information about each assignment is located at the end of this Syllabus along with the associated rubric.

Grading Scale:

Activity	Total Points
Participation Requirement	140
Assignment #1 - Identify critical school board policy for curriculum development and evaluation	50
Assignment #2 - Design of Curriculum Framework	110
Assignment #3- Data Analysis assessment	100

TOTAL: 400 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

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.

Tentative Class Schedule**

Week	Focus	Assignments
Week 1 **May 18-May 22**	Introduction to Class and Classmates and Key Concepts about Curriculum	Weekly Activity and Response
Week 2 **May 26-May 29**	The Taught, Written, Hidden, and Tested Curriculum	Weekly Activity and Response
Week 3 **June 1- June 5**	Curriculum Frameworks: UBD and Curriculum Mapping	**Assignment #1 due** Weekly Activity and Response
Week 4 **June 8-June 12**	Curriculum and Instruction Curriculum Process, Alignment, Evaluation	Weekly Activity and Response
Week 5 **June 15-June 19**	Politics of Curriculum Common Core - National/State Curriculum	Weekly Activity and Response
Week 6 **June 22-June 26**	Curriculum Development and Professional Development	Assignment #2 due to Tk20 Weekly Activity and Response
Week 7 **June 29-July 3**	School Improvement History of Curriculum	Weekly Activity and Response
Week 8 **July 6-July 10**	Educational Philosophies and Paradigms	Weekly Activity and Response
Week 9 **July 13-July 17**	Future Ready Curriculum	Weekly Activity and Response
Week 10 **July 20-July 27**	Curriculum Leadership	Assignment #3 due to Tk20 Weekly Activity and Response

Syllabi created in a learner vacuum are by nature, imperfect -Schedule can change
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/**.**

COURSE ASSIGNMENTS [3] (65% or 260 points of total grade)

The three graded assignments required for this course for a total of 260 points are as follows:

Assignment 1 -- School Board Policy versus School 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.

Assignment 1 – Rubric Levels of Achievement				
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] 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 - 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

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:
- **Part 1** consists of a conceptual design;
- **Part 2** comprises 5 to 6 course offerings & brief descriptions, along with course assessment[s]—formative or summative; and
- **Part 3** will be 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).

*I recommend that you submit the Conceptual Design [see items 1, 2, 3 and 4] as a Draft for feedback before the due date

Rubric for Assignment 2 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 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	90 to 100 % Proposed curriculum design model reflects differentiation in the design, and a strong inquiry-based	80 to 89 % Proposed curriculum design model includes evidence of 2	70 to 79 % Proposed curriculum design model includes evidence of 1 out	0 to 69 % Proposed curriculum design model only hints at generalities in all

instructional strategies, curriculum materials, and evidence of UBD in design and the provision of high-quality instruction. Weight 15.00%	approach to learning in the entire course sequence.	out of the 3 elements listed.	of the 3 elements listed.	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, 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.

[Upload your paper to the Course Site 'Assessments' tab [Tk20]]

Assignment 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 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. I recommend you send me a draft prior to the due date for feedback.

Rubric for Assignment 3 Levels of Achievement				
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 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, instructional programs, and 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	**90 to 100 %** Recommendations highlight appropriate research	**80 to 89 %** Recommendations highlight appropriate	**70 to 79 %** Recommendations include limited evidence of	**0 to 69 %** Recommendation does not include appropriate research strategies,

school capacity for distributed leadership. **Weight 20.00%**	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.	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.	appropriate research strategies to improve student achievement and may involve school staff in the change process. Strategies may not reflect students' learning needs.	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.

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