GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDLE 816 Instructional Leadership: Curriculum Policy and Practice
Section 001, CRN 20841, Winter/Spring 2021

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Office hours: Mondays, 1:00 pm – 4:00 pm and by appointment [Zoom]

Schedule information

Location: Hybrid—75% asynchronous, 25% synchronous [Zoom]

Meeting times: Tuesdays, 4:30 to 7:10pm [synchronous], 1/25 through 5/10 [2021]

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

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

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

1. Inquiry into curriculum:
    a. What are the foundations and sources of the curriculum? Who decides which sources are most important and how?
    b. What counts as curriculum theory? What variables are involved?

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

Student Outcomes
Students who successfully complete this course will be able to:

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

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

NELP Standards addressed in this Course: 1.1, 3.2, 4.1, 4.2, 4.4 and 6.3.

Nature of Course Delivery
This course will be delivered online in a combination of synchronous and asynchronous via Blackboard Management Systems (LMS) housed in the MyMason Portal. Through readings, discussions, cooperative learning activities, case studies, presentations, discussion boards & journals, students will learn the theory, practice and impact of curriculum and its leadership. The course will be available on 1/25/21.

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

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

1. **Synchronous classes [on Zoom]** will reflect a balance of activities that enable students to participate actively in their development as scholars. To promote an atmosphere that allows us to accomplish this, we will:
a. start and end on time;

b. maintain (flexibly) a written agenda reflecting objectives for each class;
c. support our points of view with evidence;
d. strive to be open to new ideas and perspectives; and
e. listen actively to one another.

2. Asynchronous classes will be conducted online [see Syllabus & Blackboard Course Content].

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

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

Course Materials

Required text:

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

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

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

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

Blackboard to facilitate communication, to post assignments and class handouts, and to submit written work for assessment.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

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

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

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

Additionally, a portion of the class grade will be based on participation [Journals, Discussion Boards] and the contribution made to class discourse. The overall weights of the various performances are as follows:

Grading Weights

Class participation (20 percent = 100 POINTS). Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students.

Attendance is expected for all synchronous classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments (80 percent= 300 POINTS). Several [4] different types of assignments will be completed during the semester. The directions for each assignment and a rubric for grading each assignment are described at the end of the weekly schedule. The assignments [and percentage of total] assigned are:

1. Informing Your Research Interest (50 points)
2. Bridging Research to Practice [part1]—Curriculum Conceptual Framework (75 points)
3. Bridging Research to Practice [part 2]—Curriculum Course Framework (75 points).
4. Leadership Case (100 points)

Submission of assignments

All assignments must be submitted electronically, through Blackboard.

Late work. I expect all students to submit their work on time, meaning no later than by midnight of the due date. Assignments will not be accepted later than **24 hours** after a due date. Assignments due on a day when you are absent must be submitted via Blackboard by the due date.

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

Grading Scale

A+	400+
A	375 to 399
A-	350 to 374
B+	325 to 349
B	300 to 324
B-	275 to 299
C	250 to 274
F	0-274

Blackboard Requirement

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

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/Zoom: You may communicate also with colleagues using these platforms. Zoom 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 **Tuesdays, and finish on Mondays. Synchronous classes [5] will meet on Tuesdays, at the published times. The course will be available on Blackboard, on or before January 23rd.**

- **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] for **asynchronous class sessions.** *Students should read/view/review all materials prior to synchronous class sessions.*

- **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.

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/.

<u>Professional Dispositions</u>

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

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

- 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/**.**

EDLE 816.001 (Sturrock) Spring 2021 Tentative Class Schedule

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

Session #	Date 2021	Topics	Reading/Writing Assignment [*articles may be found in Blackboard, Course Content in 'Assigned Readings*]
1	1/26	Introductions Nature of Curriculum Curriculum field & questions Course in Miniature Requirements for Paper #1 [asynchronous]	**Main Text: Chapter 1** Creese, B., Gonzalez, A. & Issacs, T. (2016). Comparing international curriculum systems: The international instructional systems study. *The Curriculum Journal, 27*, 5-23. doi: org/10.1080/09585176.2015.1128346 Discussion board [individual]—see Bb, Course Content
2	2/2	Curriculum Histories Historical questions [816 --Essential Question] Paper #1 [continued] [synchronous]	**Main Text, Chapter 2** Dillon, J.T. (2009). The questions of curriculum. *Journal of Curriculum Studies, 41*, 343-359. doi: 10.1080/00220270802433261 JOURNAL #1 due [see Bb, Course Content]
3	2/9	Curriculum Theory 4 Philosophies [asynchronous]	**Main Text: Chapter 3** Young, M. (2013). Overcoming the crisis in curriculum theory: A knowledge based approach. *Journal of Curriculum Studies*, *45*, 101-118, doi: 10.1080/00220272.2013.764505 Ornstein article [See Bb, Course Content] Discussion Board [individual]—see Bb, Course Content
4	2/16	Fieldwork [Assignment #1]	**Class Discussion Board [Assignment #1]**
5	2/23	Curriculum—the Tyler Rationale [asynchronous]	**Assignment #1 due** Kliebard, H.M. (1970). The Tyler rationale. *School Review, 78,* 259-272. http://www.jstor.org/stable/1084240 Discussion Board [individual]—see Bb, Course Content

Session #	Date 2021	Topics	Reading/Writing Assignment [*articles may be found in Blackboard, Course Content in 'Assigned Readings*]
6	3/2	Curriculum Planning [asynchronous]	**Main Text: Chapter 5** **Read one:** Chen D-T, Wang, L.Y. & Neo, W-L (2015). School-based curriculum development: Towards a culture of learning: Nonlinearity in practice. *British Journal of Educational Studies, 63, 213-228.* doi.org/10.1080/00071005.2015.1034236 McTighe, J. & Brown, J.L. (2005). Differentiated instruction and educational standards: Is détente possible? *Theory into Practice, 44*, 234-244. doi: 10.1207/s15430421tip4403_8 Yurtseven, N. & Altun, Sertel (2017). Understanding by design (UbD) in EFL teaching: Teachers' professional development and students' achievement. *Education Sciences, 17*, 437-461. doi: 10.12738/estp.2017.2.0226 JOURNAL #2 due [see Bb, Course Content]
7	3/9	Developing Curriculum [synchronous]	**Main Text: Chapters 8 & 10** Shilling, T. (2013). Opportunities and challenges of curriculum mapping implementation in one school setting: Considerations for school leaders. *Journal of Curriculum and Instruction, 7,* 20-37. doi:10.3776/joci.2013.v7n2p20-37 Discussion Board [individual]—see Bb, Course Content
8	3/16	Fieldwork [on Assignment #2]	**Class Discussion Board [Assignment #2, part 1]**
9	3/23	Curriculum Alignment [synchronous]	Hall, G. E. (2013),"Evaluating change processes", *Journal of Educational Administration, 51*, 264– 289. http://dx.doi.org/10.1108/09578231311311474 The Bellevue K-12 Maths Alignment [see Bb, Course Content] JOURNAL #3 due [see Bb, Course Content] **Assignment #2 due**
10	3/30	Curriculum Evaluation	**Main Text: Chapter 12, pages…..** English, F. (2008). The curriculum management audit:

Session #	Date 2021	Topics	Reading/Writing Assignment [*articles may be found in Blackboard, Course Content in 'Assigned Readings*]
		[asynchronous]	Making sense of organizational dynamics and paradoxes in closing the achievement gap. *Edge, 3*(4), 3 - 18. Discussion Board [individual]-see Bb, Course Content
11	4/6	Politics of Curriculum [Synchronous]	**Main text: Chapter 4** Kate Tuttle's review of *Schooling America: How the Public Schools Meet the Nation's Changing Needs* [see Bb, Course Content] TED Talk [Aaron Huey]—[see Bb, Course Content] JOURNAL #4 due [see Bb, Course Content]
12	4/13	Fieldwork [for Assignment #3, part 2] **Class Discussion board on Assignment #2, part 2**	
13	4/20	Curriculum Leadership Assignment #4 reviewed [asynchronous]	Xie, D. & Shen, J.(2013). Teacher leadership at different school levels: Findings and implications from the 2003–04 Schools and Staffing Survey in US public schools. *International Journal of Leadership in Education: Theory and Practice, 16*, 327-348, doi:10.1080/13603124.2012.690452 Case Study samples [see Bb, Course Content] **Assignment #3 due** Discussion board [individual]-see Bb, Course Content
14	4/27	Curriculum Evaluation-Networked Improvement Communities [asynchronous]	Bryk, A.S. (2015). 2014 AERA distinguished lecture: Accelerating how we learn to improve. *Educational Researcher, 44,* 467-477. doi: 10.3102/0013189X15621543 JOURNAL #5 due [see Bb, Course Content]
15	5/4	Emerging Trends in Curriculum Course wrap-up [synchronous]	**Choose one: Main Text, Chapters 13 and 14** **Assignment #4 due**

Assignment #1: Informing Your Research Interest*
[50 points]

Rationale

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

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

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

Tasks

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

- Proper citations and a *bibliography* (as opposed to a reference list) that includes all five sources you found.

Assessment Rubric for Informing Your Research Interest

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

Your written work should always represent you as accurate and precise.	understanding of APA format and thorough proofreading .	questionable word choice, and minor APA errors.	has been proofread. There are several violations of APA format.	in spelling, grammar, punctuation, and APA format.

may be connected to Assignments 2 and 3

Assignment #2: Bridging Research to Practice [part 1]
Curriculum Conceptual Framework
[75 points]

Rationale

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-solution based* model to be used by emerging leaders in your school/school system. This assignment should connect to best practices research [*possibly Assignment #1*],* adult learning theory, curriculum design, and affix development to professional development.

The following concepts can be applied to solving any persistent curricular problem/issue as a site-based leader. Some examples of smaller-scale, problem-based program designs in Curriculum might be: Special Education, Contemporary Issues [including Equity], Global Education, Urban Settings, Technology Integration, Leadership for ELL Students, Blended Learning, Problem-based Learning, Social Emotional Learning, Equity, Distance Learning with Fidelity, etc.

This assignment creates both a conceptual design and a curriculum framework that ties all [if not most] of the major elements of EDLE 816 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]. **Assignment #2 and #3 may be submitted using PowerPoint*.**

Tasks

1. Students should first explore and research existing several [at least 3] **persistent** Curriculum problems in their school/school district.
2. Identify ONE from #1 above
3. Describe the nature of the problem, its dimensions, and a brief analysis of why it persists.
4. Interview a minimum of 3 stakeholders and solicit their opinions on the identified problem's **what, how and why**.
5. Based on #1 through #4 above, create a conceptual design that begins to address the problem substantively. Include most—if not all—following elements:
   [a] philosophy/vision
   [b] research rationale
   [c] relationship to adult learning theory
   [d] connections to Standards [VADOE, ELCC, NELP]
   [e] essential questions, essential understandings and essential skills/dispositions.

Criteria [points]	Exceeds Expectations 90 to 100%	Meets Expectations 80 to 89%	Approaching Expectations 70 to 79%	Below Expectations 0 to 69%
Problem identified [10%]	The introduction clearly & concisely identifies a persistent Curriculum & Instruction problem [school or district].	The introduction is clearly stated and identifies a persistent Curriculum & Instruction problem [school or district].	The introduction identifies a persistent Curriculum & Instruction problem [school or district].	The introduction suggests a persistent Curriculum & Instruction problem.
Problem dimensions described [20%]	3 or 4 key dimensions of the identified problem are described, analyzed and the what, how & why of persistence explored.	2 dimensions of the identified problem are described, including the what, how and why.	1 dimension of the identified problem is described, and includes the what and the how.	The identified problem described is described in general terms..
Stakeholder POV described & analyzed [25%]	3 or 4 stakeholder points of view included, relative to the identified problem and it persistence.	2 stakeholder points of view included, relative to the identified [and persistent] problem.	1 stakeholder point of view included, relative to the identified problem.	No stakeholder points of view included.
Conceptual Design articulated [30%]	Presents a thoughtful, conceptual design that addresses most if not all of the elements; problem identified and solution[s] proposed.	Presents a conceptual design that includes some of the elements and the identified problem and one solution.	Presents a conceptual design that includes 1 or 2 elements and the identified problem.	Presents a general conceptual design that addresses the identified problem.

Research cited in support [10%]	2 or 3 quality, empirical research articles cited in support.	1 or 2 quality, empirical research articles cited in support.	1 or 2 research articles cited in support.	1 research article suggested in support.
Unblemished prose]5%]	Error free.	1 or 2 errors in grammar/mechanics or punctuation in evidence.	Several errors in grammar/mechanics and punctuation in evidence.	Riddled with errors.

Your conceptual design should include these parts:

 Assignment #2, part 1 consists of the conceptual design: Philosophy/Vision, Research Rationale, Essential Questions, Knowledge, Skills, Dispositions, Connections to Standards and should be grounded in Adult Learning Theory.

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**Paper #3: Bridging Research to Practice
Curriculum Course PD Framework [part 2]
[75 points]**

<u>Rationale</u>

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Assuming that every Curriculum/Instruction problem has a solution [heretofore not thought of], Part 2—the Curriculum Course PD Framework-- focuses on the creation of a 4 to 5 mini course PD sequence that addresses the identified problem in Assignment #2 [Part 1], and which will be implemented in either schoolhouse or school district. It involves summoning best practices research support, builds on adult learning theory [in Part 1], and aligns 4/5 UBD-inspired PD sessions that would be technology delivered. Part 2 should also connect to several elements captured in Part 1—Vision, Standards, Essential Question[s], and should include an assessment plan [pre and post].

<div align="center">

<u>Tasks</u>

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1. Locate and review 4 to 5 peer-reviewed, best practices research article that connect directly to the Curriculum problem identified in Assignment #2 [part 1].
2. Select the best TWO that address the key dimensions of why the problem has persisted [and continues to persist].
3. Using the ideas gleaned in the articles in #2, construct a mini Curriculum framework of 4 to 5 courses, that could be used as a Professional Development sequence with school or system faculty to correct the problem.

4. A 4 to 5 UBD-inspired PD sequence should include the following elements for each course: [a] brief description [b] connections to essential questions, understandings and skills [c] either formative or summative assessment, and [d] role of technology.
5. Using a blank UBD template provided [Bb, Course Content], create an implementation plan for ONE of the 4 to 5 courses created.
6. References [APA] and resources provided.

Assessment Rubric—[mini] Curriculum Framework

Criteria [points]	Exceeds expectations 90 to 100%	Meets expectations 80 to 89%	Approaching expectations 70 to 79%	Below expectations 0 to 69%
Identified problem restated & solution offered [10%]	Restates problem identified in Assignment 2, Part 1 and a thoughtful solution offered.	Restates problem identified in Assignment 2, Part 1 and a solution hinted at.	Restates problem identified in Assignment 2, Part 1.	Problem identified in Assignment 2, Part 1 discussed in general terms.
Best Practices research offered in support [15%]	2 or 3 peer-reviewed, best practices articles discussed and offered in support.	1 or 2 peer-reviewed, best practices research articles offered in support.	Either 1 peer-reviewed **or** best practices research article discussed relative to identified problem.	Best practices research articles discussed in general terms.
A UBD-inspired mini design framework created for 4/5 PD sessions [35%]	A thoughtfully designed, 4 to 5 UBD-inspired PD sessions offered, that meets most, if not all of the elements listed.	A mini design framework, which meets many of the elements listed, is offered to address the identified problem.	A mini design framework, lacking in detail, and failing to include many of the elements, is offered.	A design framework is generally hinted at, but fails to satisfy any of the elements listed.
PD delineated for ONE selected course from the framework as PD [25%]	A well thought out, constructed PD course is designed using all elements of the UBD template.	One PD course is offered using most of the elements of the UBD template.	PD is mentioned generally, as a support for the mini design framework.	No courses offered as an example of a design framework PD.
References & resources cite [APA style] [10%]	Multiple References [APA] and Resources	Several References [APA] included.	1 or 2 References [APA] and/or	No References or Resources included.

	included, reflecting a clear understanding of APA format.	Resources are missing.	Resources included.	
Unblemished prose [5%]	Error free.	1 or 2 errors in grammar, mechanics, punctuation in evidence.	Several errors in grammar, mechanics, punctuation in evidence.	Riddled with errors.

Your Curriculum Course PD framework should include the following: [a] a Conceptual Design overview; 4 to 5 thoughtful, UBD-inspired PD sessions that directly address the problem identified in Part 1; ONE UBD designed [template] course ready for implementation; and References & Resources.

Assignment #4: Curriculum Leadership Case
[100 points]

Rationale

As mentioned in the previous 2 assignments, there is a wide variety of rather persistent leadership dilemmas in schools and other organizations. As students of leadership, and as aspiring leaders who seek to promote positive change in schools and other organizations, it is useful to describe some of these situations thoroughly as cases for analysis in leadership education and development.

Process

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

- Encourages the clarification of personal and professional values and beliefs.
- Authenticates the connection of theory to practice.
- Includes teaching notes that facilitate the use of the case for leadership development.
- Is clearly written with specific objectives.

Product

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

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

The second document should include identifying information, namely:

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

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

Curriculum Leadership Case Assessment Rubric
[35] Percent

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

Class Participation
60 Points

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