

EDL 630 – Section 01 and Section 02
January - March 2009
Curriculum Development and Evaluation
San Diego State University, College of Education
Department of Educational Leadership

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It is the mission of the Educational Leadership Team to:

Develop exceptional leaders in diverse preK-12 school systems
Collaborate with K-12 leaders in effecting ever higher student achievement
Offer quality administrator development programs using effective learning environments

Motto:

SHAPE THE FUTURE
BE AN EDUCATIONAL LEADER

I. Contacting the Instructor

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II. Course Description

This course is designed to provide the student with a broad overview of curriculum development and evaluation in both elementary and secondary schools with emphasis on interrelationships between these levels, responsibilities of curricular and supervisory personnel, and the use of research. The emphasis will be on the application of the most important concepts and leadership practices that enhance student learning.

The course will:

- Provide insights into administrative strategies for managing and leading curriculum development and evaluation procedures.
- Introduce concepts of curriculum alignment as a procedure for vertical and horizontal instructional delivery
- Highlight approaches to data analysis and strategies for using findings for continuous improvement.
- Offer leadership perspectives for creating a standards-based education.
- Offer leadership perspectives for creating systemic data driven improvement processes.
- Underscore the purposes of assessment and its relationship to curriculum and instruction.
- Identify the challenges of implementing professional learning communities in a schools and the role of principals in implementing them.

III. Course standards and elements to be assessed

This course totally or partially meets the following California Professional Standards for Educational Leadership (CPSEL):

6(a) Shared Vision of Learning

10(e) Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

6(b) Culture of Teaching and Learning

11(a) Understand and be able to create an accountability system of teaching and learning based on student learning standards

11(b) Use research and site-base data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff

11(c) Utilize multiple assessment measures to evaluate student learning to drive an

ongoing process of inquiry focused on improving the learning of all students and all subgroups of students

11(h) Know and support the use of state-adopted learning materials and a wide array of learning strategies to support student learning

11(j) Demonstrate the ability to utilize technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning

6(c) Management of the School in the Service of Teaching and Learning

12(a) Monitor and supervise faculty and staff at the site and manage and evaluate the instructional program

12(j) Effectively use technology to manage multiple types of databases within a school and use data to improve instruction

6(e) Personal Ethics and Leadership Capacity

14(i) Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades

6(f) Political, Social, Economic, Legal and Cultural Understanding

15(f) Welcome and facilitate constructive conversations about how to improve student learning and achievement

IV. Required texts and supplemental materials

1. Boudett, P, City, E. & Murnane, R. (2005). *Data Wise: A Step-by-Step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.
2. James-Ward, C. (2009). *EDL 630 Course Reader*. San Diego, CA: Montezuma Publishing.
3. Schmoker, M. (2006). *Results Now: How can we achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
4. SDSU CPS Clickers

Optional Course Textbooks:

1. McDonald, J. et. al. (2007). *The Power of Protocols: An educator's guide to better practice*. NY, NY: Teachers College Columbia University.

2. Fiore, D.J. (2004). Introduction to Educational Administration – Standards Theories and Practice. Eye on Education.

V. EDL STUDENT EXPECTATIONS

The following are the department requirements:

E-mail Address

It is imperative that you have an active email address with the department office and the instructor. Should you change the address, please notify the department and instructor within 5 days of such change.

Class Participation

Classes are structured on the belief that each student has important contributions to make to class discussions and that one's learning is greatly enhanced by collaborative interactions with other students. Quality participation in discussions, presentations, and exercises is an expectation, as is quality written work. Students are expected to attend all class sessions, having read and prepared any material assigned for that day. Class absences may result in a lowered grade. Please notify the instructor by phone or e-mail if you expect to be absent; explanations are unnecessary. Work is due on the day assigned. Late work will receive a lowered grade. All students are expected to have and use e-mail accounts. Special problems need to be discussed with the instructor privately.

Vision for School Leaders Around Curriculum Management

Educational leaders must understand the power of data; how to use it to make informed decisions; how to rally the troops around analyzing data, and using it to guide and inform decisions. Opportunities to discuss different types of data, their uses and importance should be considered. Ways to engage the staff in discussions around data and holding data conferences must be explored. Educational leaders must themselves be enthusiastic about and compelled to use data to guide their decisions.

Preparing Products:

1. All written projects should be submitted electronically with your name, course, and section written on the cover sheet (Note that the cover sheet is in excess of the total number of written pages). Additionally, hardcopies of some projects will be required. In such cases, submit the document with the aforementioned information and stapled on the upper left.
2. Please use APA style for all written projects except where otherwise noted. Here are some on-line writing and research references you might find helpful.

- **A Guide for Writing Research Papers** http://webster.commnet.edu/apa/apa_intro.htm
The library at Capital Community College in Hartford, Connecticut provides this writing guide. This free site answers many questions that students uncover when developing manuscripts and submitting citations. Based on the 4th edition of the APA Publication Manual

- **APA Style** <http://www.apastyle.org/>
This is the official website of the American Psychological Association (APA) Publication Manual. This site provides APA style tips as expected. Citing Electronic Media in APA Style - The material provided by this site covers commonly asked questions regarding how to cite electronic media. Because electronic media change rapidly, this site provides e-mail updates regularly. This page also shows how to remove bias in language regarding disability, sexuality, and race and ethnicity.

- **Template for APA Format – Reference Point Software**

<http://www.charm.net/~rps/whatdo.htm>

The templates found at this fee-based site aid writers in conforming to APA style. The templates provided do two basic things: 1) With just a few clicks of the mouse, a writer can set up a document in APA format that is ready to type into. 2) The templates make typing the reference list much easier. These templates are based on the 5th edition of the APA Publication Manual and are not affiliated with APA.

VI. COURSE ASSIGNMENTS

The following is an outline of the assignments for this course. More detail for some assignments will be provided in class or individually as needed.

1. **Establish a current Email address:** Establish a current e-mail address by January 29, 2008, and maintain it throughout the semester. **(-10% if not maintained)**
2. **Attend all classes and parts thereof (10%):** There will be 5 points possible for each class attendance.
3. **Read assigned class readings and actively participate in class discussions both through class and team discussions. (10%).**
4. **Weekly Clicker Quizzes (5%).** Each week a short quiz based on the week's reading will be given using the clickers.
5. **Article Presentation (20%):** Teams of students will prepare a short presentation on two to three articles around using assessment to improve instruction or on components of instructional strategies. This presentation should not exceed 20 minutes and no more than 15 slides. The presentation should provide the *what* of the articles, pertinent information, the relevance of the information (why is it important to

the CIA process), and provide examples of use in today's educational environment. Individual summaries of the articles along with the presentation should be uploaded to Blackboard by the night of the presentation.

6. **PLC Data Team Meetings (10%):** Each person in class will be given an opportunity to present information on their target population or a group of *basic* students to their class learning community using a modified version of the PLC critical friends protocol.
7. **Presentation of Data Wise Improvement Process (10%):** Each group will be responsible for presenting in detail two components of the data driven improvement process.
8. **Curriculum Issues and Topics (10%):** Students will select, research, and share with their class learning community an issue or topic that deepens individual and collective knowledge of the "what works," the "how," and the "why" of curriculum development and implementation. Format and topics to be determined collaboratively. Discussions will begin week 3.
9. **Maryland School Improvement Process Data Cycle Components C, D, and E (15%):** Students will complete the data cycle process began in EDL 660 using their target group of students and the Maryland School Improvement Model. The final three components of the plan are **due the final night of class**.
10. **Platform Reflection Paper (10%):** A paper in which the student reexamines his/her initial platform statement through the lens of the Curriculum Development and Evaluation course readings and activities. The student will submit a three page summary that describes how the key learning/strategies that were gleaned from EDL 630 will be USED to move the ideas described in the platform (mission and vision) to reality. A two to three page document will be required in each of the five core courses. APA format. **Due final week**.

VII. Diversity

Through their assignments and class discussions, candidates will study curricular issues that address the learning of all students. Candidates will learn about the history and politics of curriculum as they have influenced the current state of curriculum practice. Furthermore, candidates will explore means to individualize programs and politics on behalf of gifted and talented, disabled, English-language, and other special need learners.

VIII. Technology

Candidates will explore the use of technology as a tool to manage and evaluate instructional programs. In addition, candidates will learn to promote and support the

instructional use of technology and to manage multiple types of databases within a school.

IX. Fieldwork Assignments

Your fieldwork assignments should document your professional experiences and provide evidence at the application level of competencies in the standards covered in this class, The fieldwork activities described in Task 3 are some of the required activities from your EDL 660 Handbook that build on your knowledge and are intended to demonstrate at the application level your development of CCTC standards introduced in this class. The Task is as follows:

Lead the review of assessment data analysis for the target population

In EDL 630, you reviewed the importance of data collection and analysis for identifying student performance strengths and weaknesses. To gain additional perspective about the learning needs of students in your target population, help your advisory committee review the results of your preliminary data pursuant to the target population. Engage the advisory committee in synthesizing and analyzing the results, offering their insights, soliciting additional data, posing questions, etc. Your advisory committee should also consider how benchmark assessment data might be used to help determine the effectiveness of any strategies that result from your committee's efforts to improve learning results for your target population.

X. Assessments/Evaluation

Students have the opportunity to earn a grade of A, B, C, Incomplete, or F. The professor will establish rubrics, which will define standards of work for grade attainment. Students will be expected to engage in self-reflection and provide meaningful input related to their ability to demonstrate competency in meeting Course outcomes. Each student will be expected to lead teaching and learning activities related to developing consensus, managing conflict, and practicing communication processes.

Since this is a seminar course discussion will be a major component of class time. All students are expected to contribute on a regular basis to class discussions. All discussions and presentations will be conducted in a professional manner appropriate for a graduate level class. Lack of participation due to absences will affect a student's grade.

XI. Student Appeals

Students Appeals:

If for any reason a student feels that he/she has need for an exception to the program or any other programmatic issue that needs to be addressed, they must adhere to the following procedures:

1. Talk to their professor of record or Department Coordinator (depending on the issue)
2. If the issue is not resolved, talk with their Program Coordinator
3. If still not resolved, talk to the EDL Chair.
4. If the chair does not resolve the problem to the student's satisfaction, the student can send a letter of appeal to the Department of Educational Leadership's Error and Omissions committee.

The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>

XII. University Expectations

SDSU rules and regulations concerning graduate students can be found in the Bulletin of the Graduate Division that you received in class.

This Bulletin can also be found on line at:

<http://coursecat.sdsu.edu/GB0203/index.html>

Disability

Students with special needs (as specified in the Americans with Disabilities Act) should notify the instructor privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted *Student Disability Services* at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment with the instructor.

Field Trips and Liability Coverage

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Student participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Student using their own vehicles to transport other students to such activities should have the current automobile insurance.

Plagiarism

Students may be suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related: (a) Cheating or **plagiarism** in connection with an academic program at a campus (**Turn It In** may be used to determine the authenticity of written assignments). (b) Forgery, alteration or misuse of campus documents, records, or identification.

XIII. TENTATIVE SEMESTER OVERVIEW

Week	Readings	Class Topics	Due Dates
1	<p>Data Wise – Introduction Course Reader – Article 2, The Myths that Drive Data-Driven Schools Article 8, Data Not Just Another Four-Letter Word Results Now</p>	<ul style="list-style-type: none"> • Class Overview and Blackboard • CIA- Curriculum, Assessment and Instruction • History of Curriculum Development • Why Data? 	
2	<p>Results Now Chapters 8 and 9 Course Reader – Article 1, A View of the Future: Teamwork is Daily Work</p>	<ul style="list-style-type: none"> • Professional Learning Communities • What ... Why Protocols for looking at Student Work? 	
3	<p>Data Wise – Chapter 1 – Organizing for Collaborative Work Chapter 2 – Building Assessment Literacy Results Now Chapters 1 and 2</p>	<ul style="list-style-type: none"> • Preparing to look at Data • Curriculum Presentations • Data Team Meeting Using Protocol Process • Buffers to Improving Student Achievement 	
4	<p>Data Wise - Chapter 3, Creating a Data Overview Chapter 4, Digging into Data Succeeding with Standards - Chapter 4, pages 59-60 Chapter 5, pages 83-97 Chapter 6, pages 111- 122 Course Reader- Article 3, Selecting the Right Data Article 4, Using Student Assessment Results to Improve Instruction Article 5, Involving Teachers in Decision Making... Results Now Chapter 3</p>	<ul style="list-style-type: none"> • Collecting, Organizing and Analyzing Data • Curriculum Presentations • Data Team Meeting Using Protocol Process • Obstacles to Instructional Leadership 	

5	<p>Data Wise - Chapter 5, Examining Instruction</p> <p>Course Reader- Article 9, Tips for Teaching (1s read and present) Article 10, Effects of Collaborative Learning in Math on Sixth Graders... Article 11, Cooperative Learning on Academic Achievement in ... Article 12, Effects of Team Competition vs. Team Cooperation in ... Article 13, Using Positive Student Engagement to Increase Student...</p> <p>Results Now Chapters 4 and 5</p>	<ul style="list-style-type: none"> • Examining Instruction • Curriculum Presentations • Data Team Meeting Using Protocol Process • Literacy Curriculum and Instruction 	
6	<p>Data Wise – Chapter 6, Developing an Action Plan</p> <p>Results Now Chapters 6 and 7</p> <p>Course Reader- Article 6, Formative Feedback Systems</p>	<ul style="list-style-type: none"> • Taking Action in the Data Cycle Process • Creating Your Action Plan • Curriculum Presentations • Data Team Meeting Using Protocol Process • Literacy Curriculum and Instruction 	
7	<p>Data Wise - Chapter 7, Planning to Assess Progress Chapter 8, Acting and Assessing</p> <p>Course Reader- Article 7, Beyond Numbers, Making AYP One Student at a Time</p>	<ul style="list-style-type: none"> • Assessing the Plan in the Data Cycle Process • Implement Your Action Plan • Curriculum Presentations • Data Team Meeting Using Protocol Process • 	
8	<p>Elementary Makes the Grade – Selected Readings from</p>	<ul style="list-style-type: none"> • Review of the Systematic Approach 	

	Chapters 1-6	to Standards-Based Education: Standards, Curriculum, Instruction, Assessment, Professional Development <ul style="list-style-type: none">• Target Group Data Plan Presentations	
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