INDIANA UNIVERSITY OF PENNSYLVANIA
COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY
ALS805 CURRICULUM EVALUATION

DRAFT- All but the first assignment and textbooks are subject to change. Check Moodle updated versions of this draft and additional work that is due for our first class meeting. You will be provided with hard copy of the syllabus on the first day of class.

I. CONTACT INFORMATION

Instructor: Dr. Crystal Machado
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Saturdays: Jan 26, Feb 9, Feb 23, Mar 9, Apr 6.
Time: 8:00 am-3:00 pm
Office Hours: Monday and Wednesday: 8:00 - 10:00am, Thursday: 4:00 - 5:00pm; or by appointment

II. COURSE DESCRIPTION

This course provides students with a framework for the systematic analysis of curriculum from the context of social, historical, and philosophical foundations and theory and research in the field. Emphasis will be on curricular evaluation in the context of theoretical foundations of curriculum. Prerequisite: Admission to the program.

III. COURSE OBJECTIVES

Students completing this course will be able to:
1. Evaluate historical, philosophical, ethical, social, and economic influences on curriculum
2. Apply cognitive and behavioral learning theories to curriculum design and review.
3. Apply knowledge and understanding of the process of basic curriculum design.
4. Demonstrate and apply understanding of the relationship of standards, instruction, formative and summative assessments, and standardized testing to curriculum design and evaluation.

5. Apply understanding of the process of basic curriculum evaluation including curriculum mapping, curriculum compacting, and implementing curricular changes.
6. Evaluate curricular demands of a digital age.
7. Utilize knowledge and understanding of curriculum design and evaluation to undertake and complete an independent curriculum project (KARS).

IV. STUDENT OUTCOMES MATRIX

COURSE OBJECTIVES	COE-ET CONCEPTUAL FRAMEWORK	PROGRAM GOALS	ASSESSMENT
1	Scholarship	1, 3	Curriculum Innovation Poster Presentation/ Curriculum Evaluation Project
2	Scholarship Reflection	2	Curriculum Innovation/ Curriculum Evaluation Project
3	Scholarship Practice	2	Provocative Questions VoiceThread Presentation *Curriculum Evaluation Project
4	Practice	2	Provocative Questions, Talking Points, VoiceThread Presentation
5	Practice	2	*Curriculum Evaluation VoiceThread Presentation
6	Scholarship Reflection	4, 7	Provocative Questions Curriculum Innovation Poster Presentation
7	Scholarship Practice Reflection	2, 3, 6	Talking Points Provocative Questions *Curriculum Evaluation

* Key Assessment

V. REQUIRED TEXT/ RESOURCES

Required Textbooks

Session 1:

Kotkin, J. (2010, August). The changing demographics of America. *Smithsonian Magazine*. Retrieved from http://www.smithsonianmag.com/specialsections/40th-anniversary/The-Changing-Demographics-of-America.html

Friedman, T. L . & Mandelbaum, M. (2011). That used to be us: How America fell behind in the world it invented and how we can come back. New York: Farrar, Straus, and Giroux.

Sessions 2 and 3:

English, F.W. (2010). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum (3rd edition).* Thousand Oaks, CA: Corwin Press, Inc.

Session 4:

Drake, S. M (2012). Creating standards-based integrated curriculum: The common core state standards edition. Thousand Oaks, CA: Corwin Press.

Kraus Curriculum Development Library (kcdlonline): Kraus Curriculum Development Library (kcdlonline). Familiarize yourself with IUP's searchable database of curricula that brings together educational objectives, content, instructional strategies, and evaluative techniques for all subjects covered in PreK-12 and Adult Basic Education. **LC Classification:** LB2806.15

Session 5: Journal Articles (chosen by student and provided by instructor)

Required Resources (must be completed before our first class meeting)

Visit the following sites and make an account for each of the following technologies before our first class meeting. Teach yourself the basics, either by viewing the tutorial or by looking for You-tube clips on how to use them.
Qualtrics: http://www.iup.edu/page.aspx?id=85552
VoiceThread: http://voicethread.com,
Timetoast: www.timetoast.com
Dropbox: www.dropbox.com

VI. RECOMMENDED READING

APA Publication Manual, 6th Edition

Bellanca, J., & Brandt, R. (2010). *21st century skills: Rethinking how students learn.* Bloomington, IN: Solution Tree Press.

Bonk, C. J. (2009). World Is Open: How Web Technology Is Revolutionizing Education. San Francisco, CA: Jossey-Bass.

Cooper, J. E., He, Y., & Levin, B. B. (2011). *Developing critical cultural competence: A guide for 21st-century educators*. Thousand Oaks, CA: Corwin Press.

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

Darling-Hammond, L. (2001). *The right to learn: A blueprint for creating schools that work.* San Francisco: Jossey-Bass.

Engel, S. (2011). Children's need to know: Curiosity in schools. *Harvard Educational Review, 81*(4), 625-645.

Glimps, B. J., & Ford, T. (2008). Using Internet technology tools to teach about global diversity. *Clearing House, 82,* 91-95.

Lindsay, J., & Davis, V. A. (2013). *Flattening classrooms, engaging minds: Move to global collaboration one step at a time*. Boston, MA: Pearson.

Livermore, D. (2010). *Leading with cultural intelligence: The new secret to success*. New York, New York: American Management Association.

Parkay, F. W., Hass, G., & Anctil, E. J. (2010). *Curriculum leadership (9th ed.)*. Boston: Allyn and Bacon.
Richardson, W. (2006). *Blogs, wikis, podcasts and other powerful web tools for classrooms*. Thousand Oaks. CA: Corwin Press.
Wiggins, G., & McTighe, J. (2005) *Understanding by design. (2nd ed.).* Upper Saddle River, NJ: Prentice Hall

VII. ONLINE RESOURCES

VoiceThread:
APA tutorial: http://flash1r.apa.org/apastyle/basics/index.htm
Online resource for writing a literature review: http://www.coe.iup.edu/c&i/

VIII. SUGGESTED JOURNALS

Curriculum Technology Quarterly**,** Journal of Curriculum and Pedagogy, Curriculum Administrator**,** Curriculum Inquiry, Curriculum Matters, Curriculum Review, Educational Leadership, Journal of Curriculum and Supervision.

IX. EVALUATION METHODS

You will demonstrate mastery of course objectives through individual evaluative writing assignments and collaborative presentations.

A: TALKING POINTS (due session 1, 20 points)
Students learn best in dialogical and dialectical situations, when their thinking involves dialogue or extended exchange between different points of view or frames of reference. The goal is to move towards multilogic thinking. I expect you to use the dialogical discussions as an opportunity to hold yourself and your classmates to standards of good reasoning and analysis as we discuss the assigned texts in sessions 1 and 3. Prepare for these dialogical discussions carefully by posting talking points on Moodle the Wednesday before class. Your talking points (approximately 5-6) should highlight careful analysis of different sections of the assigned reading (textbook listed below), and should include comments or questions that reflect your thinking about the section that can be used to stimulate discussion in class. Please use in-text referencing (cite author's name, year, and page number within parentheses for direct quotes).

Kotkin, J. (2010, August). The changing demographics of America. *Smithsonian Magazine*. Retrieved from http://www.smithsonianmag.com/specialsections/40th-anniversary/The-Changing-Demographics-of-America.html

Friedman, T. L., & Mandelbaum, M. (2011). That used to be us: How America fell behind in the world it invented and how we can come back. New York: Farrar, Straus, and Giroux.

Review the complete list of talking points generated by the class the day before class, and circle 3-4 that merit discussion; pre-think the issues and connections that underlie these questions, connect the ideas to content covered in previous classes, and be prepared to contribute to our class discussions.

Grading Rubric: Posts that are complete, well-thought-out, and submitted on time earn an A. Posts that fall short of these criteria will get a B or C depending upon the quality of work produced.

B: PROVOCATIVE QUESTIONS (due session 2, 10 points). We will discuss English's book *Deciding what to teach and test: Developing, aligning, and auditing the curriculum* during our second and third class meeting. Please read this text very carefully. Record all the questions that come to mind. Sift through your list of questions to create a second list; this list should include only one powerful question from each chapter. The question should be a higher-level question (application, analysis, synthesis, evaluation) that demonstrates your ability to apply the content to practice in K-12 schools in general, and your school in particular. Post your four questions to the Provocative Question Moodle Forum the Wednesday before class. We will be using these questions in a variety of ways during sessions 2 and 3. Please print a copy of all questions generated by your group and bring it to our second and third class meeting.

C: POSTER PRESENTATION (due, session 3, 30 points)

This assignment will provide you with an opportunity to add to your knowledge, either about a curriculum initiative that you would like to investigate (option a) or about the value that teachers place on event/practices that have become part of your school culture (option b). These posters will be used to make your learning public during. The poster that you create should be visually appealing and content rich. While all posters are due at our third class meeting, you will present your poster as per the schedule developed at our first class meeting.
View examples of posters at:
https://www.google.com/search?q=poster+presentations&hl=en&tbo=u&tbm=isch&source=univ&sa=X&ei=q33QUIrZBe7U0gHB24GoCQ&ved=0CFwQsAQ&biw=1280&bih=826

a. Innovative Curriculum Initiative *

Educators across the globe are experimenting with approaches that have the potential to increase student success in K-12 schools. Identify an area of interest (for example, technology infusion in the curriculum, culturally responsive instruction, creativity, critical thinking). Draw on multiple sources (peer-reviewed journal articles, reports, and articles, media coverage) to learn how this innovative curriculum initiative has been implemented and evaluated. Make your learning public by developing a research poster that includes charts, wordless, flowcharts, images and text. Your poster could include some of the following.

1. The environment where the innovative curriculum initiative occurred and why it was needed.
2. The major learning goal and related objectives for the curriculum initiative.
3. The state (or related) standards that reflect the goal and objectives.
4. The rationale for the curriculum that includes the reason why goals/objectives were selected, the educational philosophy that is reflected, the learning theory that supports assumptions about the role of the teacher and the role of the students, and the major outcomes.
5. The formative/summative approach that was used to assess/evaluate the curriculum initiative.
6. Outcomes/Benefits to stakeholders
7. Challenges
8. A reference list (must be included).

b. Educational Garage Sale *

Determining what aspects of a school culture to keep and what aspects need to be transformed or changed is key to maintaining a strong, positive, inclusive, and professional learning community. An interesting way to critically examine the existing culture within a school or organization is to conduct a "garage sale" (Deal & Peterson, 2009). Things for the garage sale can include values, programs, equipment, past events, social relationships, curricular ideas, teaching approaches, educational issues, celebrations and conflicts.

1. Some items will be placed in a "**museum**" because they have served the school well and need a place of honor but should no longer be part of the school's culture.
2. Some items are "**not for sale**" because they are positive features of the school that serve the needs of the students, their families, and the community.
3. Some items may have lost their value in your school setting, but may have value to another group. These items can be "**sold or bartered**."
4. Some items should simply be thrown in the "**garbage can**" as they may have resulted from a good effort, but are no longer useful or meaningful.
5. Some items are highly negative and toxic. These must be handled carefully and deposited into a "**toxic waste hauler**" as they should be nowhere near school premises.

Create a Qualtrics survey that you can administer to teachers. The survey should list the categories identified above. Set the survey up to allow teachers to list multiple items under each category with a brief explanation as to why they have placed the items in each category. Provide your teachers with an anonymous link to this survey. Make your learning public by developing a research poster that includes charts, wordless, flowcharts, images and text that stems from the survey results and related literature that you have reviewed. Be prepared to share what you have learned with your teachers (optional).

*Both of the assignments above could relate to your final curriculum evaluation paper.

D: VOICETHREAD DISCUSSION (due session 4, 30 points): VoiceThread is a platform for teaching, learning, training, and collaborating, on-demand. It helps to bridge the gap between standard video lectures and real-time discussions. VoiceThread makes it possible for students to conduct conversations in the cloud with the help of audio, video, and text. Additionally, it allows students who are viewing the presentation to join the conversation with audio, video, and textual comments. Your visually appealing, and content-rich (audio, video, textual) VoiceThread

presentation should contain a minimum of eight, but not more than ten slides. Use slides 1-4 to describe the curriculum that is currently in your school. Use the strengths, weaknesses, opportunities, and threats (SWOT) framework to highlight your thoughts about the curriculum, especially the areas that need work, on slides 5-6. Use slides the rest of the slides to describe concrete ways in which Drake's text, *Creating Standard-based Integrated Curriculum*, and other material you have found this semester can be used to improve the way the curriculum is either developed, implemented, or evaluated in your school.

Please upload your VoiceThread presentation to your assigned group forum on Moodle the Wednesday before class. You will be given a window of time to review the VoiceThreads in your group and leave well-thought-out comments on at least 2-3 slides of each presentation. Your comments should reflect your reaction to the content presented and include ideas or examples that you can share that will help the presenter to implement the plan in his/her own school. The presenter will review all comments and post a summative comment on the last slide. Summative comments should include responses to questions and/or reactions to comments that other group members have posted on the different slides. Your grade will be based on the quality of your presentation and the depth of thought reflected in your summative comments posted on your VoiceThread.

E: CURRICULUM EVALUATION (due, session 5, 50 points): The main project for this course will be an independent and self-directed opportunity to apply knowledge in curriculum design and evaluation to a designated curriculum project. Depending on current position and interest, students may choose to do one of the following:

1. Develop a new curriculum to match standards
2. Revise an existing curriculum to match standards
3. Use Curriculum Mapping to identify and address gaps and overlaps in a curriculum
4. Write a curriculum proposal for a new K-12 or university-level course
5. Prepare a series of professional development sessions to engage teachers in the process of curriculum development and evaluation
6. Other projects as approved by the professor

Every project that is undertaken must include the following:

- A description of the learning environment where the curricular revision/addition occurred,
- a rationale for the revision/construction of the curriculum, a literature review including at least 10 references, philosophy evident in the curriculum (perennialism, essentialism, or progressivism),
- evidence that the curriculum is grounded in learning theory (cognitive, behavioral, or both), and
- a description relating to the role of the teacher and the role of the learner (direct instruction, discovery learning, student choice, or structure on standards), and function of the curriculum (knowledge-centered, learner-centered, or society-centered).

The scoring rubric should be attached as a cover page. Students should make sure that all assessment criteria have been addressed.

X GRADING

Assignments		**Overall Percentage and Grades**
Talking Points	20 points	90% or Higher = A (Target)
Provocative Questions	10 points	80 – 89% = B (Acceptable)
Poster Presentation	30 points	79% or lower = C (Not Acceptable)
VoiceThread	30 points	
Curriculum Evaluation Main Project	50 points	There is no provision for a D grade for IUP graduate work

XI POLICIES AND PROCEDURES

Attendance: Each class requires discussion and participation. Your attendance is expected, required, and valued. Personal involvement in this class is essential to your success. Effective leaders are confident, knowledgeable, and able to appropriately express their viewpoints and opinions to others. You will develop and practice this skill through your participation in large and small group discussions. Class activities often involve a team or group effort to accomplish, so your presence is especially important. Effective educational institutions require leaders skilled in collaboration and able to work well in teams. We will do a lot of collaborative work to help you develop and practice these skills.

This course is designed to help you achieve the skills and meet the standards of excellence for educational leaders. Consequently, the concepts, activities, and content of each class period are an important part of your education. Additionally, you expect your students to attend your classes and it is never fair to ask students to meet standards unless we model appropriate behavior. ***Any absences must be communicated to the instructor prior to the absence, as soon as it becomes known to you, and be for reasons that are legitimate, unavoidable, and compelling in nature.***

- Unexcused Absences, Lateness, Early Departure: No missed work can be made up in the case of an unexcused absence, lateness, or early departure. Missing over 10% of the course for unexcused reasons will result in lowering your grade by one letter.
- Excused Absences: If your request for an excused absence is approved you will be required to develop a proposal which outlines the work you will do to meet the instructional goals outlined in the tentative calendar. This proposal should include deadlines for submission of work and a description of alternative assignments that you plan to do prior to or after your absence. You may receive full or partial credit based on the degree to which you meet the instructional goals for the day. While no class can be truly recreated, this assignment is a best attempt to ensure that you benefit fully from this course.

Students missing class for any reason remain responsible for all information given during the missed class. Please contact a colleague for copies of handouts, notes, and descriptions of activities.

Policy on Late Submission of Assignments: All assignments must be submitted on time unless prior arrangements have been made with the instructor and lateness is unavoidable due to an emergency situation. If you are unable to attend class, make arrangements to get your assignment to the instructor on the due date. Late submission of assignments will result in a deduction of points.

Students with Disabilities: Disability Support Services (a unit of the Advising and Testing Center) is the primary agent for the provision of access for IUP students with documented physical, learning, or other disabilities. Faculty and staff within the office serve to ensure IUP's program access compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities are urged to register with the office. Further information may be obtained in 216 Pratt Hall, by calling 724-357-4067, by e-mailing *Advising-Testing@iup.edu*, or on the website *www.iup.edu/advisingtesting* (use the Disability Support Services link).

Academic Integrity Policy: IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The policies and procedures outlined in the Graduate School Catalog have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies (See Graduate Catalog).

TENTATIVE SCHEDULE

Session 1

Preparation Due for Session 1

a. Visit Moodle for an updated version of this syllabus.
b. Complete the discussion board prompts on Moodle.
c. Visit the following sites and make an account for each of the following technologies before our first class meeting. Familiarize yourself with the basics, either by viewing the tutorial or by looking for You-tube clips on how to use them.

    Qualtrics: http://www.iup.edu/page.aspx?id=85552
    VoiceThread: http://voicethread.com,
    Timetoast: www.timetoast.com
    Dropbox: www.dropbox.com

d. Complete the assigned reading and related talking points assignment. Post your Talking points on Moodle the Wednesday before class.

ALS805 CURRICULUM EVALUATION
CURRICULUM EVALUATION RUBRIC

Name: **email:**

Date:

Assessment Criteria	**Needs improvement (1)**	**Acceptable (3)**	**Target (5)**
Plan of action clearly addresses the specified need for the curriculum.			
The rationale is clearly written and reflective of the specified learning environment.			
The literature review is current and reflective of comprehensive reading of literature related to the specific curriculum and learning environment			
The curriculum is clearly reflective of a specified philosophy.			
The learning theory as related to the role of the teacher and learner is clearly embedded in the curriculum and its approaches to teaching and learning.			
The specified function of the curriculum is clearly reflected in the design of study and learning experiences.			
The final project links new knowledge from the course an identified institutional need.			
The project is created in a way that is useful to others in the educational workplace.			

The project is related to other literature that was evaluated during the course and uses that literature to critique the specified workplace.			
The project is well organized, free of spelling and grammar errors, and prepared in APA (6th edition) publication style.			