GEORGE MASON UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDUCATION LEADERSHIP PROGRAM

**EDLE 616: Curriculum Development and Evaluation**

**Section 603– Fall 2009**

**Instructor**: Bridget Beichler

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**Office Hours**: Please make arrangements to meet with the instructor before or

after class.

**Course Description**:

Examines relationship of written, taught, and tested curriculum; and identifies critical

leadership decisions that can positively impact student achievement. Identifies

components of effective curriculum guides, and constructs guide for personal use.

**Schedule Information**

**Class Days/Times**:  Wednesday, September 9- Wednesday, December 9, 2009

4:30-7:30 PM

**Class Location**: Frederick County Public School

Administrative Building- Conference Room

1415 Amherst St, Winchester

**Nature of Course Delivery**:

A variety of instructional methods are used to cover the subject matter and create a

dynamic, interactive learning environment. These methods may include large and small group discussions, case studies, media, Internet assignments, lecture, guest practitioners, group presentations, interviews, article review, collaborative learning and reflection

**Required Reading**:

Common Formative Assessments: How to connect Standards – Based Instruction and Assessment by Ainsworth and Viegut, 06 edition, Sage Publications, ISBN: 1-4129-1578-3.

-Getting Results with Curriculum Mapping by Jacobs, 04 edition, Association for Supervision and Curriculum Development, ISBN: 0-87120-999-3.

**Textbook can be purchased at the GMU Fairfax Campus book store or online (i.e. Amazon).** **GMU book stores will price match local book store prices.**

**Course Requirements:**

You are expected to attend each class because discussion, presentations and hands-on activities are critical parts of the course. The completion of and reflection on assigned readings, constructive participation in discussions and group work as well as on-line communication with group members are routine expectations. *Access to a computer and a GMU email account are essential because you will receive important information from the university only on your GMU account and only GMU email accounts may be used to communicate with the professor.* If missing a class is unavoidable, you are responsible for notifying the professor (preferably in advance). It is your responsibility to check with class colleagues for notes and assignments and complete any missed assignments and readings, etc. before the start of the next class. All absences many affect your final grade because of the heavy emphasis on class participation. All written assignments must be completed on a word processor (unless otherwise indicated) and turned in on or before the due date.

**Expectations for Written Work**

Use appropriate grammar Spell correctly

Use Times New Roman Type all work

Include a cover page with name, date, & assignment Avoid plagiarism

Follow APA Guidelines (5th edition). Find a good proofreader!

Late assignments will lower your grade on the project, and will not be accepted or given credit if received 48 hours late. If you have mitigating circumstances, please contact the professor prior to the due date. Specific course requirements and assigned due dates may be altered as the professor receives input from you and your classmates about your school calendars. To plan and complete group projects, you may need to meet with other group members at times other than during scheduled class sessions. All written assignments must be submitted via TaskStream.

**Evaluation and Grading:**

Because EDLE 616 is a graduate level course, high quality work is expected in class and on all assignments. Assignments 1, 2, and 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 area of instructional leadership and management. You will be assessed on your ability to analyze situations from the broad perspective of a 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 professors’ judgment of your classroom performance as you attempt to demonstrate leadership behaviors, perspectives and attitudes. In other words, I want you to demonstrate, in observable behavior, your understanding of curriculum concepts and practices and your readiness for the awesome responsibility and joy that comes with the serving in a leadership position in schools.

**Grading Scale:**

Participation in class, contribution to group learning, leading seminars……..10 points

Assignment #1 …………………….…………………………………………30 points

Assignment #2………………………………………………………………..30 points

Assignment #3………………………………………………………………..30 points

A+=100 points A=95-99 points A- =90-94 points

B+=85-89 points B=80-84 points B- =75-79 points

C=70-74 points F=69 points or below

**The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as physical or mental impairment that substantially limits a major life activity such as learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. Candidates with disabilities who need course adaptations or accommodations because of a disability, must be registered with the** GMU Disability Resource Center **(DRC) and inform the instructor, in writing, at the beginning of the semester. To access the DRC, see** [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) **or telephone 703-993-2472.**

**CEHD/GSE Expectations for All Students**

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://cehd.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#TOC_H12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

**PARTICIPANT OUTCOMES:** Participants will

1. Demonstrate in-depth knowledge of a model for curriculum design, delivery, and assessment.

*Evidence of learning*: Candidates will work in small groups to discuss the required components for the project, create a mini curriculum framework, and present the project to the class. (A small group learning activity completed during and outside of class)

2. Demonstrate knowledge of the essential components of the “user friendly” curriculum guides.

Criteria for evaluation: Candidates will evaluate (rate) and rank curriculum guides based on specific criteria.

(An individual and small group learning activity completed during class)

3. Demonstrate knowledge and skill in designing and constructing a curriculum for practical use, including an analysis of school test data and practical implications for teaching and learning.

Criteria of evaluation: candidates will analyze authentic demographic and test data from their schools, and then create a 5 step professional development plan to help teachers improve student performance. (An individual learning activity completed during and out side of class)

4. Demonstrate knowledge of current and emerging issues in curriculum, including ethical considerations and the role of diversity.

*Criteria for evaluation*: candidates will synthesize information from the text, interviews with current administrators, class discussions, articles, and/or journals to develop a list of emerging or current issues in curriculum. Candidate will select one and discuss their issues with class colleagues and reflect on the ethical considerations of each.

5. Identify critical components of a well-formed school board policy for curriculum development and evaluation.

*Criteria for evaluation*: Candidates will (a) collect, examine, analyze, and discuss components found in sample school board policy for curriculum, (b) select well-formed policy and administrative regulations from examples, and (c) give reasons for their selections.

**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 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 Competetencies (1b, 1c, 1e, 2c, 2d, 5a, 6e)

ISSLC Standards (1-K1, 1-K4, 2-K2, 2K-3, 2-K6, 2-K7, 2-Pg, 2-P14, 2-P17, 5-K5, 6-K7)

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 (2.1a; 2.2a,b,c; 2.4a,b,c; 6.1f)

**Assignment #1: Demographic Analysis of Assessment Data**

(Study of Demographic Information and Assessment Data for Improved Student Performance)

**Individual Project**

**Purpose:**

The purpose of this assignment is to demonstrate that ability to analyze demographic and test data (Standards of Learning or other test results). Each candidate will obtain above mentioned information from their schools, and create a 5 step professional development plan to help teachers improve student performance in two areas. (An individual leaning activity completed during and outside of class.)

**Assignment:**

Prepare, at minimum, a three page report utilizing the analysis of actual demographic and test data from your school, and then create a professional development plan for helping teachers improve student performance based on your data analysis.

**Instruction:**

1. Review and describe recent assessment results from your selected school.
2. Assess the school culture in the school you select (2.1)
3. Describe and analyze the cultural diversity in your school (race, ethnicity, ESL, SPED, SES and gender)
4. Analyze the data in two academic areas. Include a detailed description of your finding and conclusions you obtain form your results.
5. Create an “action plan” to target the two academic areas you selected for improve student achievement.
6. Use adult learning strategies and create a professional growth plan to help teachers and other school personnel address the aforementioned methods to improve student achievement.

Analysis of Assessment Data

Grading Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ELCC**  **Standards** | **Criteria** | **Exceeds**  **Expectations**  **4** | **Meets expectations**  **3** | **Approaching Expectations**  **2** | **Below Expectations**  **1** | **Score** |
| Understands the larger context  (6.1) | Analyzes and describes the cultural diversity in a school community  (6.1f) | Cultural diversity in the school and its community is describes and analyzed (race, ethnicity, gender, age, socio-economic status, English language learners, and special education). Major changes in each of these 7 categories over the last 5 years are included. | Cultural diversity in the school is described and analyzed (race, ethnicity, gender, age, socio-economic levels, English language learners, and special education). | Cultural diversity is described and analyzed, but lacks information on all 7 categories (race, ethnicity, gender, age, socio-economic status, English language learners, and special education). | Either analyzed or describes the cultural diversity of the school, but not both |  |
| Promotes positive school culture (2.1) | Assesses school culture using multiple methods and strategies (2.1a) | School culture is adequately assessed using multiple methods and strategies. Each method or strategy is described in detail. | School culture is adequately assessed, using multiple methods and strategies. | Assessment or school culture is incomplete. | School culture is not assessed |  |
| Applies best practice to student learning (2.3) | Uses appropriate research strategies to promote an environment for improved student achievement (2.3c) | Appropriate research strategies to promote an environment for improved student achievement are employed. Strategies reflect the students learning needs that are analyzed from the school’s demographic information and assessment data in 2 academic areas. Includes a rationale for using each strategy. | Appropriate research strategies to promote an environment for improved student achievement are employed. Strategies reflect the students learning needs that are analyzed from the school’s demographic information and assessment data in 2 academic areas. | Uses demographic information and assessment data when applying best practices to ensure student learning in 2 academic areas. Only one research strategy is used OR one or more research strategies are used incorrectly. | Research strategies and/or demographic information and assessment data are not used. |  |
| Designs comprehensive professional growth plans (2.4) | Works collaboratively with teachers and school personnel to develop and implement well-planned professional development programs (2.4a) that reflect adult learning strategies (2.4b) and a commitment to life-long learning (2.4c). | Plan is based on the demographic information and test data collected at the school. Plan shows evidence of appropriate adult learning strategies, a commitment to life-long learning, and collaborative planning with teachers and other school personnel in the development of the plan. Includes a vision and/or direction for professional growth. | Plan is based on the demographic information and test data collected at the school. Plan shows evidence of appropriate adult learning strategies and a commitment to life-long learning. Includes teachers and other school personnel to inform the professional growth plan. | Plan is based on the demographic information and test data collected at the school. Plan includes appropriate adult learning strategies or shows evidence of collaboration. OR reflects a commitment to life-long learning, but not all three elements are present. | Plan is not based on the school’s demographic information and test data and/or does not include appropriate learning strategies for adults, a collaborative development process, and a commitment to life-long learning. |  |

*Candidates who want grades A and B cannot have scores of 0 or 1 on any criteria listed above.*

**Assignment # 2: Design of Curriculum Framework**

**(Mini Curriculum Project)**

**Group Project**

**Purpose:**

The purpose of this assignment is to demonstrate knowledge of a model for curriculum design, delivery, and assessment. Additionally, candidates will identify the components of the “user-friendly” curriculum guide.

**Assignment:**

In small groups, design and construct the framework of a curriculum guide for aspiring educational leaders. The document is not to exceed 12 double spaced pages, including references that are written in APA style. Components to be included in the curriculum framework are listed in the directions below. The presentation must include technology and provide handouts to peers. Group presentations will be limited to 20 minutes.

**Group presentation for Assignment #2**

After studying curriculum models, candidates will work in small groups to design and construct a professional development guide for aspiring educational leaders. Candidates will conduct Internet searches, interview seasoned and new administrators, talk to experts, and read articles about future projections of the knowledge, skills, and dispositions needed by educational leaders. (The curricular guides must reflect a minimum of 6 different sources, including national and state standards required for administrator license.) After students collect, document and synthesize the data, they will use the data to make curricular design decisions and delivery decisions about their content. (The document is not to exceed 10 pages.) Candidates will construct a validation matrix to illustrate their documented rationale for targeting the specific knowledge, skills, and attitudes each group selected. An evaluation component that answers the question, “How do you know the desired curriculum was learned?” also will accompany the completed document. The presentation will conclude with a verbal presentation, including handouts, and a discussion of timelines and methods for delivering the curriculum

* Presentations of group constructed curriculum are limited to 20 minutes, including questions.
* Your curriculum framework should include the following components:

1. a philosophy and/or vision for the aspiring leaders’ program (group consensus)
2. a validation matrix with at least 6 sources (include ISLLC, NCATE, ELCC, VA DOE components)
3. a list of the critical knowledge, skills and dispositions needed by aspiring leaders
4. a list of essential questions to guide the content of your curriculum framework
5. one lesson using the simplified backward design model
6. a reference page to document the courses used when collecting data and constructing the framework.

Grading Rubric

Design of Curriculum Framework

(Mini Curriculum Project)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ELCC Standards** | **Criteria** | **Exceeds Expectations**  **4** | **Meets Expectations** | **Approaching expectations** | **Below**  **Expectations** | **Score** |
| Demonstrates ability to recommend the design, implementation, and evaluation of a curriculum to accommodate diverse needs of learners (2.2b) | Describes proposed curricular area  Includes philosophy or vision statement that relates to area of study  Includes Essential Questions  Lists selected knowledge, skills and dispositions as desired outcomes  Includes a validation matrix for the selected knowledge, skills, and disposition | Proposed curricular area is identified and adequately and clearly described.  Statement is clear with adequate reference to the needs of the diverse student learners.  Philosophy is succinctly written and shows reflective thought.  Questions are clear, thought provoking and appropriate for the project.  Other elements of understanding by Design are included (Wiggins and McTighe).  An ample number of knowledge, skills and dispositions are listed (6 or more in each category).  Validation matrix has 8 or more sources cited and are clearly constructed and easy to understand. | Proposed curricular area is identified AND adequately described  Statement is clear with adequate reference to diverse learners  Questions are clearly constructed and appropriate for curriculum project  An adequate number of knowledge, skills, and dispositions are listed (4 in each category).  Validation matrix is clearly constructed and easy to understand. A minimum of 6 sources are cited. | Proposed curricular area is identified or described, but not both  Statement is vague or rambling with some reference to student learning  Questions are somewhat appropriate  Knowledge skills and dispositions are appropriate but only one or two are included in each category  Validation matrix is clear, but less than 6 sources are cited. | Proposed curricular area is not identified or described.  Vision and/or philosophy are not included.  Essential questions are not included or questions are appropriate.  Selected knowledge skills and dispositions are not included.  Validation matrix for knowledge, skills, and dispositions is not included. |  |
| Demonstrates ability to facilitate activities that apply principals of effective instruction to improve instructional practices and curricular materials | Includes suggestions for instructional methods, experiences, activities, and assessments. | Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated. Suggestions show reflective thought. | Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated | Appropriate instructional methods, experiences activities, or assessments are included, but not all. | Appropriate instructional methods, experiences, activities and/or assessments are not included. |  |
| Demonstrates ability to use and promote technology and information systems to enrich curriculum and instruction (2.2c) | Includes suggestions for using technology to enrich curriculum and instruction. | Adequate and appropriate suggestions for using technology to enrich curriculum and instruction practices are included in the lesson design, along with citations for finding resources. | Adequate and appropriate suggestions for using technology to enrich curriculum and instructional practices are included in the lesson design. | Some technology use is included in the lesson design, but its use may not be appropriate. | Technology use is not included in the lesson design. |  |
| Demonstrates ability to assist [personnel in understanding and applying best practices for student learning  (2.3a). | Includes a sample lesson design. | Sample lesson uses the “backward design” model  (expected outcomes, evidence that expected outcomes are met, and appropriate learning activities to help students meet expected outcomes).  Includes at least two guiding questions for the lesson. | Sample lesson uses the “backward design” model  (expected outcomes, evidence that expected outcomes are met, and appropriate learning activities to help students meet expected outcomes). | Sample lesson design is included but lacks one or more elements of the “backward design” model. | Sample lesson design is not included. |  |
| Apply human developmental, learning, and motivational theories to the learning process  2.3b) for students learning (2.3a) | Includes learning concepts from Understanding by Design, such as *essential questions*, as a guide to the curriculum project. | Essential questions are clearly constructed, thought-provoking, and appropriate for the curriculum project. Other elements of UBD are included  (Wiggins & McTighe, 2005) | Essential questions are clearly constructed and appropriate for the curriculum project. | Essential questions are somewhat appropriate. | Essential questions are not included or are inappropriate for the project. |  |
|  | Spelling, grammar, mechanics | 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 | **Total Score** |

*Candidates who want grades A and B cannot have scores of 0 or 1 on any criteria listed above.*

**Assignment #3**

Identify critical school board policy for curriculum development and evaluation

**Group Assignment**

**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 5-7 page, double spaced document that investigates one chosen school board policy. You will then analyze its components in relation to the needs of a specific grade level or content area. Candidates will conduct interviews with administrators and/or school board members in order to gain detailed knowledge of the policy and its impact at the local school level

School Board Policy

Grading Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ELCC Standards** | **Criteria** | **Exceeds Expectations**  **4** | **Meets Expectation**  **3** | **Approaching expectations**  **2** | **Below**  **Expectations**  **1** | **Score** |
| Candidates are required to select a board of education policy, analyze it, and discuss the  underpinnings upon which its viability and validity are based.  **Standard 7.0** | Clearly identifies a selected  curricular area  Includes a statement that relates to area of study  Includes evidence of the levels of curriculum decision making.  Lists selected knowledge, skills and dispositions as desired outcomes  Includes a validation matrix for the selected knowledge, skills, and disposition | Proposed curricular area is identified and adequately and clearly described.  Statement is clear with adequate reference to the needs of the student learners.  Philosophy is succinctly written and shows reflective thought.  Questions are clear, thought provoking and appropriate for the project.  Elements of the Educational Imagination are evident  An ample number of knowledge, skills and dispositions are listed (6 or more in each category).  Validation matrix has 8 or more sources cited and are clearly constructed and easy to understand. | Proposed curricular area is identified AND adequately described  Statement is clear with adequate reference to learners  Questions are clearly constructed and appropriate for curriculum project  An adequate number of knowledge, skills, and dispositions are listed (4 in each category).  Validation matrix is clearly constructed and easy to understand. A minimum of 6 sources are cited. | Proposed curricular area is identified or described, but not both  Statement is vague or rambling with some reference to student learning  Questions are somewhat appropriate  Knowledge skills and dispositions are appropriate but only one or two are included in each category  Validation matrix is clear, but less than 6 sources are cited. | Proposed curricular area is not identified or described.  Vision and/or philosophy are not included.  Essential questions are not included or questions are appropriate.  Selected knowledge skills and dispositions are not included.  Validation matrix for knowledge, skills, and dispositions is not included. |  |
| Demonstrates ability to facilitate activities that apply principals of effective instruction to improve instructional practices and curricular materials | Includes suggestions for instructional methods, experiences, activities, and assessments. | Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated. Suggestions show reflective thought. | Appropriate instructional methods, experiences, activities, and assessments are included and clearly stated | Appropriate instructional methods, experiences activities, or assessments are included, but not all. | Appropriate instructional methods, experiences, activities and/or assessments are not included. |  |
| Demonstrates ability to use and promote technology and information systems to enrich curriculum and instruction (2.2c) | Includes suggestions for using technology to enrich curriculum and instruction. | Adequate and appropriate suggestions for using technology to enrich curriculum and instruction practices are included in the lesson design, along with citations for finding resources. | Adequate and appropriate suggestions for using technology to enrich curriculum and instructional practices are included in the lesson design. | Some technology use is included in the lesson design, but its use may not be appropriate. | Technology use is not included in the lesson design. |  |
| Demonstrates ability to assist [personnel in understanding and applying best practices for student learning  (2.3a). | Includes a sample lesson design. | Sample lesson uses the “backward design” model  (expected outcomes, evidence that expected outcomes are met, and appropriate learning activities to help students meet expected outcomes).  Includes at least two guiding questions for the lesson. | Sample lesson uses the “backward design” model  (expected outcomes, evidence that expected outcomes are met, and appropriate learning activities to help students meet expected outcomes). | Sample lesson design is included but lacks one or more elements of the “backward design” model. | Sample lesson design is not included. |  |
|  | Spelling, grammar, mechanics | 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 | **Total Score** |

*Candidates who want grades A and B cannot have scores of 0 or 1 on any criteria listed above.*

**Proposed Class Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Topic | | Essential Questions | Reading and/or Activity | Assignment Due Dates |
| Sept. 9 | Introductions  Course Overview & Due Dates  Marzarno clip  Conversation Protocol | | What is a viable curriculum?  What role does curriculum play in the classroom and student achievement. | Identifying curriculum levels, specific areas in School District |  |
| Sept. 16 | Forms of Assessment  Discuss reading assign. | |  | Common Formative Assessments, Chpt. 1 & 2 |  |
| Sept. 23  *\*Early out* | Data & Assessment | | What types of data are there?  How do you analyze data? | Test data activity (in class) |  |
| Sept. 30 | Relationship between assessment and curriculum | | What is the tested  curriculum? What is its  relationship to “high  stakes testing”? | Common Formative Assessments, Chpt. 3 & 4 |  |
| Oct. 7 | Blackboard Session  Article Discussion #1 | | Please be prepared to pose 1 question and/or statement related to the article. | Article #1 | Assignment #1 Due |
| Oct. 14 | Introduction to Curriculum Mapping | | What does/should a Curriculum Guide look like? | Getting Results w/Curriculum Mapping  Chapters 1,2  Curriculum Guide Activy (in class) |  |
| Oct. 21 | Staff Development for Curriculum Change  Leadership role, skills | | What creates the conditions for changing the Curriculum? | Getting Results w/Curriculum Mapping  Chapters 3,6 |  |
| Oct. 28 | Assessment, grading,  Instructional practices | | What is the purpose of assessment? Relationship between curriculum, taught curriculum, and assessed curriculum. |  |  |
| Nov. 4 | Mini Curriculum  Group Presentations Assignment #2 | |  |  | Assignment #2 Due |
| Nov. 11 | Article# 2 Discussions  Walk through tools  What are you looking for?  Group Activity | | Please come prepared to pose 1 question and/or statement about the article. | Article #2 |  |
| Nov. 18 | Current Issues Activity  small group discussion following conversation protocol | |  | Getting Results w/Curriculum Mapping-Chapter 9 |  |
| Nov. 25 | No Class-Thanksgiving Break | | | | |
| Dec. 2 | Aligning the Curriculum and Curriculum Monitoring  Evaluating the Curriculum | What are the major obstacles  to aligning the Curriculum?  Why evaluate the Curriculum? | | Getting Results w/Curriculum Mapping-Chapter 10 |  |
| Dec. 9 | Group Presentations Assignment #3 |  | |  | Assignment # 3 Due |

A make-up session will be scheduled, if needed, to replace any session that is cancelled due to weather conditions.