

EDAP 7070—Curriculum Development and Evaluation
Summer 2008
The University of Georgia
College of Education
Program in Educational Administration and Policy

Communications

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EDAP Homepage

<http://www.coe.uga.edu/leap/adminpolicy/about/index.html>

Mission Statement: Program in Educational Administration and Policy

The Program in Educational Administration and Policy is committed to providing world-class teaching, research, and service related to educational administration and policy for the improvement of learning for all students.

EDAP 7070 Course Description

Principles of Curriculum Development and Evaluation for the Improvement of the Life and Program of Schools: Curriculum is the crux of education. After all, students attend school to learn something, and what the school intends for them to learn is embodied in the curriculum. Curriculum development, then, should be the highest priority of schools. Effective, meaningful curriculum development, however, is no simple matter. It depends upon a firm understanding of a complex body of knowledge and on a set of sophisticated capacities that are optimally developed through a variety of field experiences over time. This course is intended to introduce educators to the essential knowledge/abilities that will enable them to work as active curriculum makers. After completing this course, the student should be able to:

1. apply principles of curriculum development, implementation, and evaluation;
2. analyze organizational systems for the purpose of optimizing favorable conditions for curriculum development;
3. evaluate various perspectives on curriculum assessment and evaluation;
4. explain curriculum development as a participatory problem-solving process;
5. explain the interaction of basic curriculum development tasks;
6. compare historic and contemporary approaches to curriculum development;
7. interpret data for curriculum improvement;
8. generate possible solutions to curriculum problems;
9. develop a curriculum improvement plan; and
10. develop a conception of educational leadership that emphasizes curriculum improvement.

Students should be aware, however, that due to the depth and breadth of the accumulated body of curriculum thought and the sophistication of curriculum development processes, this course is necessarily an introduction to the ways and means of curriculum planning.

ELCC Standards Addressed in this Course:

- 1.1 Develop a school vision of learning.
- 1.2 Articulate a school vision of learning.
- 1.3 Implement a school vision of learning.
- 1.4 Steward a school vision of learning.
- 2.1 Promote a positive school culture.
- 2.2 Provide effective instructional program.
- 2.3 Apply best practice to student learning.
- 3.1 Manage the organization.

Required Readings

Texts:

Glatthorn, A. (1994). *Developing a quality curriculum*. Alexandria, VA: ASCD. (Reissued in 2004 by Waveland Press.)

Popham, W. J. (2001). *The truth about testing*. Alexandria, VA: ASCD.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Articles and Chapters (Course Packet):

Bowers, D. G. (1977). The organization as a social system and Implementing system 4 concepts. In D. G. Bowers, *Systems of Organization* (pp. 87-109, 131-143). Ann Arbor: University of Michigan Press.

Dewey, J. (1991/1935). Democracy and educational administration. In J. A. Boydston (Ed.), *John Dewey: The latter works, 1925-1953, Volume 11* (pp. 217-225). Carbondale, IL: Southern Illinois University Press.

Dewey, J. (1991/1937). Toward administrative statesmanship. In J. A. Boydston (Ed.), *John Dewey: The latter works, 1925-1953, Volume 11* (pp. 217-225). Carbondale, IL: Southern Illinois University Press.

Hlebowitsh, P.S. (1992). Amid behavioural and behaviouristic objectives: Reappraising appraisals of the Tyler rationale. *Journal of Curriculum Studies*, 24(6), 533-47.

Hlebowitsh, P.S. (1995). Interpretations of the Tyler rationale: A reply to Kliebard. *Journal of Curriculum Studies*, 27(1), 89-94.

Kliebard, H.M. (1970). Reappraisal: The Tyler rationale. *School Review*, 78, 259-272.

Kliebard, H.M. (1995). The Tyler Rationale revisited. *Journal of Curriculum Studies*, 27(1), 81-88.

Tyler, R. W. (1953). Leadership role of the school administrator in curriculum and instruction. *Elementary School Journal*, 42 (4), 200-209.

Additional materials will be provided by the instructor at Blackboard Vista course site:

<http://pip.uga.edu>.

General Course Expectations

- Regular and prompt on-line learning: Important learning occurs as we study together. The design of this course is based on the assumption that each person (professor and student) is a teacher as well as a learner and that each of us has a responsibility to contribute to other group members' learning as well as our own. I also strongly encourage you to interact with me via e-mail throughout the course to identify priorities for your learning and to surface concerns or questions that may have arisen during the class.
- Critical reading of all assigned materials.
- Active participation and contribution: Involve yourself in online discussions and complete all assignments, the paper, and the project.
- Incompletes are generally not granted unless there are extenuating circumstances beyond the control of the student and a grade of "B" or better is the grade in the course at the time the student requests in writing an incomplete grade for the semester.

The On-Line Nature of This Course

This course will be offered online using Blackboard Vista. In this course, we will approach learning asynchronously (not constrained by specific time or place) to build and share knowledge and to discuss topics related to curriculum development and evaluation.

Blackboard Vista Login Instructions for Students:

1. Go to <http://pip.uga.edu>.
2. Click on LOGIN: Vista 4.
3. Click Log In.
4. For User Name, type your MyID.
5. For Password, type your MyID Password.
6. Need help? Please contact the EITS Help Desk at 706-542-3106 and let them know that you need assistance with Blackboard Vista. Assistance is also available from EITS via email at helpdesk@uga.edu. When contacting the EITS Help desk please specify that you are having problems with Blackboard Vista. Also see online at <http://pip.uga.edu>.

Online Course Expectations

The number of weekly hours required for this course will be met through:

- 10 Blackboard Vista Discussions
- 10 Blackboard Vista Assignments
- 1 major paper
- 1 major project

Blackboard Vista Discussions

I will post Vista Discussions prompts by 8:00 a.m. Sunday. To make this medium an effective learning tool, the student must post the initial response by Wednesday, 11:00 p.m. server time. This posting time will allow others to read and to reflect on your response and allow time to develop ideas to keep the discussion flowing for the remainder of the week.

The prompts on the Vista Discussions will be based on the readings; it is an expectation that you will comment and reflect on the readings and respond to the prompt about the reading. The expectation is that each person will post at least one initial response and a minimum of two follow-up responses using Vista Discussions each week. (That number does not include does not include such brief comments as "*Yes, I agree or No, I disagree!*"). You must make a meaningful contribution to the conversations and back up ideas with scholarly information from the course readings. Remember, you are demonstrating that you have read, analyzed, and synthesized the assigned materials. Follow-up responses must be posted each week by Friday, 11:00 p.m. server time.

Here are some ways in which you can contribute to the discussion:

- √Ask challenging questions – to depersonalize, frame the questions rhetorically.
- √Articulate, explain, and support positions on ideas. Draw from your own experiences, and tie your experiences back to the readings.
- √Project how the concepts learned in this course might be applied in your setting.
- √Re-evaluate by revisiting previous postings or ideas.
- √Make connections across topics, connecting the dots – to synthesize is one of the highest order thinking skills.
- √Integrate the ideas of others by discussing and expanding the ideas posted. This could be enlightening especially at the end of a post period.

Essentially, I am looking for what I refer to as the "snowball" effect. I also ask that you end each post (both initial and follow-up responses) by signing your name.

Scoring guidelines are provided at the Blackboard Vista course site.

Blackboard Vista Assignments

I will post assignments by 8:00 a.m. Sunday; assignments must be submitted no later than the following Sunday at 11:00 p.m. server time. Like the discussion prompts, the assignments will be based on the readings; it is an expectation that your assignment submissions will reflect that you have read, analyzed, and synthesized the readings.

Major Assignments

- **Curriculum Issue Paper** (6-8 page paper, d.s.)
Analyze a current curriculum issue, such as curriculum integration, curriculum tracking, ability grouping, the standards movement, accountability, relevance of curriculum to the lives of students, local control versus states/national governance of curriculum, providing for diverse learners (ESOL, special education, gifted, etc.), and research based instructional strategies and approaches. **Using only course materials and citing generously from them**, discuss all aspects of the issue thoroughly. (A template and grading form for this paper will be provided at Blackboard Vista course site.)
- **Curriculum Improvement Plan**
Utilizing and citing what you consider the strongest aspects of Tyler and Dewey, Glatthorn, and Popham, develop a plan to improve one component of a school curriculum. **(Do not utilize or cite outside materials!)** The plan should include a rationale (the relevance of the component), the results of a needs assessment, a description of proposed improvements, and an implementation plan that identifies the participants, resources, time line, and tasks. Identify if and how your proposed improvement will articulate with other components of the school curriculum. Develop a PowerPoint presentation not unlike one that a board of education would hear and write an executive summary of your proposal. (Detailed directions and the grading form for this project will be provided at Blackboard Vista course site.)

Evaluation

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|--|-----------------------------|
| • Blackboard Vista Weekly Assignments 1-10 | 25% (250 points) |
| • Blackboard Vista Discussions 1-10 | 25% (250 points) |
| • Curriculum Issue Paper | 25% (250 points) |
| • Curriculum Improvement Plan | 25% (250 points) |
| | |
| A (4.0) 940-1000 points | C+ (2.3) 770-790 points |
| A- (3.7) 900-930 points | C (2.0) 740-760 points |
| B+ (3.3) 870-890 points | C- (1.7) 700-730 points |
| B (3.0) 840-860 points | D (1.0) 650-690 points |
| B- (2.7) 800-830 points | F (0.0) 640 or fewer points |

Academic Honesty

Academic work in this course must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work. The UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi/honesty/ah.pdf. (This is also a link in Web Links on the course menu.) I strongly urge you to read the policy. **Ignorance of the policy will not be an excuse if you violate any part of the policy, and I will refer you to the Academic Honesty panel.**

Important Reminders

1. **Submitting Work:** Blackboard Vista Assignments, the Curriculum Issue Paper, and the Curriculum Improvement Plan will be turned in virtually in Vista Assignments section. Feedback will be given to each assignment and sent electronically through Vista Assignments section. Students can check their progress in the course by using the grade book in Vista.

To submit Blackboard Vista Assignments, the Curriculum Issue Paper, and the Curriculum Improvement Plan:

- a. Save word documents as a Microsoft Word document (2003 or earlier—I cannot open .docx files). No other word processing files will be accepted or opened.
 - b. The name of the file is very important. Hence, follow this formula:
 Student_Ima_Assignment_1_Aug_31_2008
 last first assignment date
2. **Postings:** The intent is to extend thinking by interacting with one another during the week. To this end, post the initial response by 11:00 p.m. server time, Wednesday. Remember, a minimum of two substantive contributions to the discussions must be posted weekly by 11:00 p.m. server time, Friday.
 3. **Active participation and contribution:** Involve yourself in discussions. We will set the ground rules for effective communication and posting as such: a) Do not use all caps throughout a posting, b) respect is the norm, c) profanity is not acceptable unless it is in a direct quote, d) it is acceptable to agree to disagree on divergent points-of-view.
 4. **Silence of the Instructor:** Although I read each discussion point and reflection numerous times throughout the week and throughout the duration of the course, I am inclined not to “break in” the discussion. Just as we want school leaders to “step back” and have teachers assume responsibility for their own learning, I will model this practice for you. *Why do I take this stand?* Breaking in and replying to messages could stifle discussion. I seek to empower students, giving students the freedom and authority to conduct their own discussions. In schools, we are moving likewise. As instructors, we seek to model that which we hope to see emulated in school learning communities. Don’t be surprised, however, if I send a private email (using the email feature on Blackboard Vista) to a post a comment, provide insight, or lead you to additional information.
 5. **Availability:** I am available for consultation about any aspect of this course, and I will respond within 24 hours or less of any e-mail. If you need an immediate response or have a concern, feel free to contact me by phone.
 6. **Due Dates for all Submissions:** All written assignments for this course are to be submitted electronically on the date they are due by 11:00 p.m. server time. If you do not make the 11:00 p.m. cutoff on the due date, your assignment will not be accepted. The assignment will go in the grade book as “zero” points. It is wise to note that there is a “no late” clause in operation. Contact the professor for more elaboration, if needed.
 7. **The Course Syllabus:** The course syllabus details all due dates for assignments and readings.

Calendar of Readings and Activities

August 18: Introduction

1. Respond to Discussions *First Session*, “What Is Your Life Color” and “Getting to Know You” by 11:00 p.m., Wednesday, 8/20. (These responses will not be evaluated.)
2. **Carefully read the course syllabus, which includes information that is crucial to your success in this course. I will not accept “I didn’t know . . .” as an excuse for failing to comply.**
3. Complete Assignment 1A: “What Knowledge Is of the Most Worth?”; submit by 11:00 p.m., Sunday, August 24.
4. Complete Assignment 1B: “Curriculum”; submit by 11:00 p.m., Sunday, August 24.

Historic Principles of Curriculum Development

August 25: Selecting Educational Purposes

1. Respond to Discussions *Read and Reflect*, "Selecting Educational Purposes" by 11:00 p.m., Wednesday, August 27. Post two follow-up responses by 11:00 p.m., Friday, August 29.
2. Complete Assignment 2: "Selecting Educational Purposes"; submit by 11:00 p.m., Sunday, August 31.
 - a. Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*. Introduction
 - b. Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*. What educational purposes should the school seek to attain? (chapter 1)
 - c. Lapkoff, S., & Li, R. (2007). Five trends for schools. *Educational Leadership*. [You will find this article in the *Historic Principles of Curriculum Learning Module*.]

September 8: Selecting Educational Experiences

1. Respond to Discussions *Read and Reflect*, "Selecting Educational Experiences" by 11:00 p.m., Wednesday, September 10. Post two follow-up responses by 11:00 p.m., Friday, September 12.
2. Complete Assignment 3: "Selecting Educational Experiences"; submit by 11:00 p.m., Sunday, September 14.
 - a. Tyler, R. (1949). *Basic principles of curriculum and instruction*. How can learning experiences be selected which are likely to be useful in attaining these objectives? (chapter 2)

September 15: Organizing Educational Experiences

1. Respond to Discussions *Read and Reflect*, "Organizing Educational Experiences" by 11:00 p.m., Wednesday, September 17. Post two follow-up responses by 11:00 p.m., Friday, September 19.
2. Complete Assignment 4: "Organizing Educational Experiences"; submit by 11:00 p.m., Sunday, September 21
 - a. Tyler, R. (1949). *Basic principles of curriculum and instruction*. How can learning experiences be organized for effective instruction? (chapter 3)

September 22: Evaluating Educational Experiences

1. Respond to Discussions *Read and Reflect*, "Evaluating Educational Experiences" by 11:00 p.m., Wednesday, September 24. Post two follow-up responses by 11:00 p.m., Friday, September 26.
2. Complete Assignment 5: "Evaluating Educational Experiences"; submit by 11:00 p.m., Sunday, September 28.
 - a. Tyler, R. (1949). *Basic principles of curriculum and instruction*. How can the effectiveness of learning experiences be evaluated? (chapter 4)

September 29: Pursuing Curriculum Enactment

1. Complete Assignment 6: "Pursuing Curriculum Enactment"; submit by 11:00 p.m., Sunday, October 5.
 - a. Tyler, R. (1949). *Basic principles of curriculum and instruction*. How a school or college staff may work on curriculum building. (chapter 5)
 - b. Tyler, R. W. (1953). Leadership role of the school administrator in curriculum and instruction. *Elementary School Journal*.
 - c. Dewey, J. (1911/1935). Democracy and educational administration. In J. A. Boydston (Ed.), *John Dewey: The latter works, 1925-1953, Volume 11*.
 - d. Dewey, J. (1911/1937). Toward administrative statesmanship. In J. A. Boydston (Ed.), *John Dewey: The latter works, 1925-1953, Volume 11*.
 - e. Bowers, D. G. (1977). The organization as a social system and Implementing system 4 concepts. *Systems of Organization*.

October 6: Critiques: Tyler Rationale and Curriculum Alignment

1. Respond to Discussions *Read and Reflect*, "Critiques: Tyler Rationale and Curriculum Alignment" by 11:00 p.m., Wednesday, October 8. Post two follow-up responses by 11:00 p.m., Friday, October 10.
 - a. Hlebowitsh, P.S. (1992). Amid behavioural and behaviouristic objectives: Reappraising appraisals of the Tyler rationale. *Journal of Curriculum Studies*, 24(6), 533-47.
 - b. Hlebowitsh, P.S. (1995). Interpretations of the Tyler rationale: A reply to Kliebard. *Journal of Curriculum Studies*, 27(1), 89-94.
 - c. Kliebard, H.M. (1970). Reappraisal: The Tyler rationale. *School Review*, 78, 259-272.
 - d. Kliebard, H.M. (1995). The Tyler Rationale revisited. *Journal of Curriculum Studies*, 27(1), 81-88.

Contemporary Approaches to Curriculum Development

October 13: Designing Curriculum

1. Respond to Discussions *Read and Reflect*, "Designing Curriculum" by 11:00 p.m., Wednesday, October 15. Post two follow-up responses by 11:00 p.m., Friday, October 17.
2. Complete Assignment 7: "Designing Curriculum"; submit by 11:00 p.m., Sunday, October 19.
 - a. Glathorn, A. (1994). Getting started. *Developing a quality curriculum*. (chapter 1)
 - b. Glathorn, A. (1994). Organizing and planning for curriculum work. *Developing a quality curriculum*. (chapter 2)
 - c. Glathorn, A. (1994). Laying the foundations for the district curriculum. *Developing a quality curriculum*. (chapter 3)

October 20: Administering Curriculum

1. Respond to Discussions *Read and Reflect*, "Administering Curriculum" by 11:00 p.m., Wednesday, October 22. Post two follow-up responses by 11:00 p.m., Friday, October 24.
2. Complete Assignment 8: "Administering Curriculum"; submit my 11:00 p.m., Sunday, October 26.
 - a. Glathorn, A. (1994). Building the components of the district curriculum. *Developing a quality curriculum*. (chapter 4)
 - b. Glathorn, A. (1994). Supporting the district curriculum. *Developing a quality curriculum*. (chapter 5)
 - c. Glathorn, A. (1994). Ensuring effective implementation of the district guide. *Developing a Quality Curriculum*. (chapter 6)

October 21: Curriculum Issue Paper due

October 27: Implementing and Auditing Curriculum

1. Respond to Discussions *Read and Reflect*, "Implementing and Auditing Curriculum" by 11:00 p.m., Wednesday, October 29. Post two follow-up responses by 11:00 p.m., Friday, October 31.
2. Complete Assignment 9: "Implementing and Auditing Curriculum"; submit by 11:00 p.m., Sunday, November 2.
 - a. Glathorn, A. (1994). Developing the school curriculum. *Developing a quality curriculum*. (chapter 7)
 - b. Glathorn, A. (1994). Developing the classroom curriculum. *Developing a quality curriculum*. (chapter 8)
 - c. Glathorn, A. (1994). Conducting a curriculum audit to ensure quality. *Developing a quality curriculum*. (chapter 9)

November 3: Georgia Performance Standards

Complete assignment 10: "An Historical and Contemporary Critique of the GPS"; submit by 11:00 p.m., Sunday, November 9.

Contemporary Curriculum Evaluation**November 10: High-Stakes Testing—A Critique**

1. Respond to Discussions *Read and Reflect*, "High-Stakes Testing—A Critique" by 11:00 p.m., Wednesday, November 12. Post two follow-up responses by 11:00 p.m., Friday, November 14.
 - a. Popham, J. (2001). Classroom consequences of unsound high-stakes testing. *The truth about testing*. (chapter 1)
 - b. Popham, J. (2001). Why we test. *The truth about testing*. (chapter 2)
 - c. Popham, J. (2001). The mystique of standardized measuring instruments. *The truth about testing*. (chapter 3)
 - d. Popham, J. (2001). Confounded causality. *The truth about testing*. (chapter 4)

November 17: Perspectives on Educational Evaluation

1. Respond to Discussions *Read and Reflect*, "Perspectives on Educational Evaluation" by 11:00 p.m., Wednesday, November 19. Post two follow-up responses by 11:00 p.m., Friday, November 21.
 - a. Thompson, S. (2001). The authentic standards movement and its evil twin. *Phi Delta Kappan*.
 - b. Jones, L. (2001). Assessing achievement versus high-stakes testing: A crucial contrast. *Educational Assessment*.
 - c. Sloane, F., & Kelly, A. (2003). Issues in high-stakes testing programs. *Theory into Practice*.
 - d. Brimijoin, K. (2005). Differentiation and high-stakes testing: An oxymoron? *Theory into Practice*.

December 1: Work Session**December 8: Curriculum Improvement Plan due**

The course syllabus is a general plan for the course; deviations—announced to the class by the instructor—may be necessary.