

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

**Communications**

Dr. Lori Bowen

Phone: (770) 965-1394 (home)

(770) 378-3490 (cell)

E-mail: lorichid@uga.edu

**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.

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 only 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.
- 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. Hence, one of the most important elements of any online learning environment is the discussion forum through Blackboard Vista so much that this portion of the course is worth 550 points. You will be required to post reflections, analysis, and contribute to the discussion about the content of the texts and readings we are using for this class.

## 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](mailto: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:

- Posting the major reflection (once a week)
- Posting a minimum of two extended discussion entries based on the major reflections posted by others for the week as found in the Vista discussions button
- Class assignments

## Major Reflection/Extended Discussion Entries

There will be a "probe" or "prompt" presented to the entire group for which each person is to post weekly ONE in-depth reflection and then two to three interactive responses, adding to the discussion generated through hand with the group.

I will post the probe / prompt by 7:00 a.m. Thursday; opportunities to post for the week will close on Sunday at 11:00, server time. To make this medium an effective learning tool, the student must post the personal deep reflection by Sunday, 11:00 server time. This posting time will allow others to read and to reflect on your reflection and give others the time to develop ideas to keep the discussion flowing for the remainder of the week.

The weekly probes on the Vista Discussions will be based on the readings; it is an expectation that you will comment and reflect deeply on the readings and respond to the probe (prompt) about the reading. The expectation is that each person will post at least one deep reflection and a minimum of two (2) detailed responses/ reflections 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 actually 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 and synthesized the assigned materials.

Check Vista everyday to read and reflect on the posts of others. It is counter-productive to wait until the weekend to start posting reflections, reaction, and/or insights about the discussion among your classmates.

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.
- √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 "snow-ball" effect. I also ask that people end each post (regardless if the deep reflection or discussion) by signing your name.

Scoring guidelines for participation in online activities and discussions are provided at Blackboard Vista course site.

## Class 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 and of Glatthorn, develop a plan to improve one component of a school curriculum. 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

- Blackboard Vista Participation 55% (550 points)
- Curriculum Issue Paper 25% (250 points)
- Curriculum Improvement Plan 20% (200 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](http://www.uga.edu/ovpi/honesty/ah.pdf).

## Important Reminders

1. **Submitting Work:** 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 the Curriculum Issue Paper and the Curriculum Improvement Plan:

- a. Save word documents as a Microsoft Word document. 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\_Curriculum\_Issues\_Paper\_July\_14\_2008  
 last first assignment name date
2. **Postings:** The intent is to extend thinking by interacting with one another during the week. To this end, post the personal deep reflection by Sunday (11:00 p.m. server time). Remember, a minimum of two substantive contributions to the discussions must be posted weekly by Wednesday, 11:00 p.m., server time cutoff.
  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

### June 5

Respond to all topics in the Discussions *First Session* category by 11:00 pm, Friday, 6/6.

Carefully read the course syllabus.

Read "Curriculum Defined" and "Images of Curriculum" in the *Curriculum Learning Module*.

Respond to Discussions *Read and Reflect*, "Focus: Selecting Educational Purposes" by 11:00 pm, Sunday, 6/8.

1. Tyler, R. (1949). *Basic principles of curriculum and instruction*. Introduction
2. Tyler, R. (1949). *Basic principles of curriculum and instruction*. What educational purposes should the school seek to attain? (chapter 1)
3. Lapkoff, S., & Li, R. (2007). Five trends for schools. *Educational Leadership*.

### June 12

Respond to Discussions *Read and Reflect*, "Focus: Selecting, Organizing, and Evaluating Educational Experiences" by 11:00 pm, Sunday, 6/15.

1. 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)
2. Tyler, R. (1949). *Basic principles of curriculum and instruction*. How can learning experiences be organized for effective instruction? (chapter 3)
3. Tyler, R. (1949). *Basic principles of curriculum and instruction*. How can the effectiveness of learning experiences be evaluated? (chapter 4)

### June 19

Respond to Discussions *Read and Reflect*, "Focus: Pursuing Curriculum Enactment" by 11:00 pm, Sunday, 6/22

1. Tyler, R. (1949). *Basic principles of curriculum and instruction*. How a school or college staff may work on curriculum building. (chapter 5)
2. Tyler, R. W. (1953). Leadership role of the school administrator in curriculum and instruction. *Elementary School Journal*.
3. Dewey, J. (1991/1935). Democracy and educational administration. In J. A. Boydston (Ed.), *John Dewey: The latter works, 1925-1953, Volume 11*.
4. Dewey, J. (1991/1937). Toward administrative statesmanship. In J. A. Boydston (Ed.), *John Dewey: The latter works, 1925-1953, Volume 11*.
5. Bowers, D. G. (1977). The organization as a social system and Implementing system 4 concepts. *Systems of Organization*.

### June 26

Respond to Discussions *Read and Reflect*, "Focus: Designing Curriculum" by 11:00 pm, Sunday, 6/29

1. Glathorn, A. (1994). Getting started. *Developing a quality curriculum*. (chapter 1)
2. Glathorn, A. (1994). Organizing and planning for curriculum work. *Developing a quality curriculum*. (chapter 2)
3. Glathorn, A. (1994). Laying the foundations for the district curriculum. *Developing a quality curriculum*. (chapter 3)
4. Glathorn, A. (1994). Building the components of the district curriculum. *Developing a quality curriculum*. (chapter 4)
5. Glathorn, A. (1994). Supporting the district curriculum. *Developing a quality curriculum*. (chapter 5)

**July 3**

Respond to Discussions *Read and Reflect*, "Focus: Implementing and Auditing Curriculum" by 11:00 pm, **Wednesday, 7/9** (Note the change—your reflection is not due on Sunday this weekend. Happy Fourth of July!)

1. Glatthorn, A. (1994). Ensuring effective implementation of the district guide. *Developing a Quality Curriculum*. (chapter 6)
2. Glatthorn, A. (1994). Developing the school curriculum. *Developing a quality curriculum*. (chapter 7)
3. Glatthorn, A. (1994). Developing the classroom curriculum. *Developing a quality curriculum*. (chapter 8)
4. Glatthorn, A. (1994). Conducting a curriculum audit to ensure quality. *Developing a quality curriculum*. (chapter 9)

**July 14**

Curriculum Issue Paper due

**July 17**

Respond to Discussions *Read and Reflect*, "Focus: High-stakes Testing—A Critique" by 11:00 pm, Sunday, 7/20

1. Popham, J. (2001). Classroom consequences of unsound high-stakes testing. *The truth about testing*. (chapter 1)
2. Popham, J. (2001). Why we test. *The truth about testing*. (chapter 2)
3. Popham, J. (2001). The mystique of standardized measuring instruments. *The truth about testing*. (chapter 3)
4. Popham, J. (2001). Confounded causality. *The truth about testing*. (chapter 4)

**July 24**

Respond to Discussions *Read and Reflect*, "Focus: Perspectives on Educational Evaluation" by 11:00 pm, Sunday, 7/27

1. Thompson, S. (2001). The authentic standards movement and its evil twin. *Phi Delta Kappan*.
2. Jones, L. (2001). Assessing achievement versus high-stakes testing: A crucial contrast. *Educational Assessment*.
3. Sloane, F., & Kelly, A. (2003). Issues in high-stakes testing programs. *Theory into Practice*.
4. Brimijoin, K. (2005). Differentiation and high-stakes testing: An oxymoron? *Theory into Practice*.

**July 28**

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.*