

The University of Georgia College of Education

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Program in Educational Administration and Policy
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EDAP 7070 Curriculum Development and Evaluation

Principles of Curriculum Development and Evaluation for the Improvement of the Life and Program of Schools

Communications

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Course Description

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.

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

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, MI: University of Michigan Press.

Crooks, T. J. (1988). The impact of classroom evaluation practices on students. *Review of Educational Research*, 58 (4), 438-481.

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

Eisner, E. (1983). Educational connoisseurship and criticism: Their form and functions in educational evaluation. In G. F. Madaus, Michael S. Scriven, and Daniel L. Stufflebeam (Eds.), *Evaluation models: Viewpoints on educational and human services evaluation* (pp. 335-347). Boston: Kluwer-Nijhoff Publishing.

Hodgkinson, H. (December 2000-January 2001). Educational demographics: What teachers should know. *Educational Leadership*, 58 (4), 6-11.

Kreitzer, A. & Madaus, G. F. (1995). The test driven curriculum. In Daniel Tanner & James W. Keefe (Eds), *Curriculum issues and the new century* (pp. 23-37). Reston, VA: National Association for Secondary School Principals.

Position Statement of the American Educational Research Association Concerning High-Stakes Testing in PreK-12 Education. *Educational Researcher*, 29 (8), 24-25.

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 throughout the semester.

Attendance/Punctuality

In order to participate in class, students must be present and punctual. Obviously, unforeseen circumstances sometimes arise and prevent attendance or punctuality. A student should notify the instructor as soon as possible when he/she knows he/she will be late or miss a class.

Class Activities

Students will spend most of the class time involved in small-group activities and discussions and in whole-class discussions. Class activities will emphasize student interaction with ideas, texts, and each other, as well as application of principles of curriculum development and evaluation to real and hypothetical educational situations. All curriculum ideas and practices will be subject to analysis and evaluation; deliberation and critique will prevail.

WebCT

The instructor will utilize some features within WebCT. Students need to log into WebCT daily and check the course, EDAP 7070 (Bowen), for communication from the instructor and/or other class members.

Assignments

I. Georgia's Testing Program (6-8 pages, ds)

Critique Georgia's use of one or more of its mandated tests (CRCT, EOCT, PSAT [all Georgia sophomores are required to take this test], and GHSGT). Discuss advantages and disadvantages of utilizing these tests as well as an alternative plan that would improve the testing program. **Generously Popham, Eisner, Kreitzer & Madaus, and the AERA's position statement.** Students are strongly encouraged to submit drafts of their work-in-progress for formative evaluation. Papers will be evaluated using the rubric posted on WebCT. Please submit final paper in duplicate. Provided that the paper is submitted on time, students may rewrite it after the formal evaluation. Rewrites also should be submitted in duplicate along with the evaluated copy of and the rubric for the first submission.

II. Curriculum Development as Participatory Problem Solving (6-8 pages, ds)

Explain **how and why** curriculum development is best approached as an ongoing matter of solving curriculum- and instruction-related problems that involves those who are most affected by curriculum decisions. **Generously cite Dewey and Tyler.** Students are strongly encouraged to submit drafts of their

work-in-progress for formative evaluation. Papers will be evaluated using the rubric posted on WebCT. Please submit final paper in duplicate. Provided that the paper is submitted on time, students may rewrite it after the formal evaluation. Rewrites also should be submitted in duplicate along with the evaluated copy of and the rubric for the first submission.

III. Vision of an Educational Leader (5-6 pages, ds)

Develop a vision of an educational leader that emphasizes the responsibility for improving curriculum and instruction. Include the following considerations in your vision: nature of leadership; relationship between leader and follower; relationship between leading and managing; developing and achieving school goals; the impact of leadership on student learning; and how leaders mobilize others. **Draw from Dewey (1935, 1937), Tyler (1953), Glatthorn (2004), and Bowers (1977).** Students are strongly encouraged to submit drafts of their work-in-progress for formative evaluation. Papers will be evaluated using the rubric posted on WebCT. Please submit final paper in duplicate. Provided that the paper is submitted on time, students may rewrite it after the formal evaluation. Rewrites also should be submitted in duplicate along with the evaluated copy of and the rubric for the first submission.

IV. Curriculum Improvement Plan (10 minute group presentation, 2-4 page executive summary)

Working collaboratively in a group with two or three classmates, develop a plan to improve one component of a school curriculum. Succinctly present a rationale, 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 how your proposed improvement will articulate with other components of the school curriculum. Your group will deliver a presentation not unlike one that a board of education would hear and distribute an executive summary of your proposal. Anticipate and prepare to respond to questions from a hypothetical Board of Education. Presentations will be evaluated using the rubric that on WebCT.

Evaluation/Grading

Evaluation will comprise formal and informal, formative, and summative appraisals of students work. Sources of information about student learning will include instructor observation of small-group, whole-class, and applied activities, as well as the assignments articulated above. All four of the above assignments can server as artifacts for the M.Ed. and Ed.S. portfolios. Final grade will be determined according to the following formula:

Class/WebCT participation	15%
Assignments I and II each	25%
Assignment III	15%
Curriculum Improvement Plan	20%

Students are expected to complete assigned readings, attend class sessions, participate in class discussions, and submit assignments on time. It is the student's responsibility to make arrangements with the instructor for finishing missed, late, or incomplete work.

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.

Course Schedule

Session 1 8 June	Introduction, Curriculum Issues
Session 2 13 June	Perspectives on Educational Evaluation Kreitzer and Madaus; Eisner; AERA; Crooks
Session 3 15 June	High-Stakes Testing—A Critique Popham, Chapters 1-4

Historic Principles of Curriculum Development

Session 4 20 June	Selecting Educational Purposes Tyler, Chapter 1 (pp. 3-33) Assignment I due
Session 5 22 June	Selecting Educational Purposes (cont.) Tyler, Chapters 1 (pp. 33-62) and 5; Hodgkinson
Session 6 27 June	Selecting Educational Experiences Tyler, Chapter 2
Session 7 29 June	Organizing Educational Experiences Tyler, Chapter 3
4 July	Independence Day
Session 8 6 July	Evaluating Educational Experiences Tyler, Chapter 4
Session 9 11 July	Pursuing Curriculum Enactment/Critique of the Tyler Rationale Dewey, 1935, 1937; Bowers, 1977/Kliebard; Hlebowitsh

Contemporary Approaches to Curriculum Development

Session 10 13 July	Designing Curriculum Glatthorn, Chapters 1-3 Assignment II due
Session 11 18 July	Administering Curriculum Glatthorn, Chapters 4-6

Session 12
20 July

Implementing and Auditing Curriculum
Glatthorn, Chapters 7-9

Session 13
25 July

Georgia Performance Standards—Historic or
Contemporary Approach?
Each student will bring to class the GPS for an assigned
subject/grade.

Assignment III due

Session 14
27 July

Work session

Session 15
1 August

Assignment IV due/Conclusions