

## **The University of Georgia**

College of Education

Department of Lifelong Education, Administration, and Policy

Program in Educational Administration and Policy

Instructor: Dr. Cindy Loe

Spring Semester 2008

EDAP 7070

### **Communications**

Address: Dr. Cindy Loe  
Associate Superintendent  
Division of Teaching and Learning  
Gwinnett County Public Schools  
437 Old Peachtree Road, NW  
Suite #1.228  
Suwanee, GA 30024-2978

Phone: 678-301-7000  
Home: 770-448-4531  
Cell: 678-549-4058  
Email: cindy\_loe@gwinnett.k12.ga.us and cmloe@aol.com  
Conferences: At mutual convenience; please schedule in advance.

### **Graduate Bulletin Description**

Principles of curriculum development and evaluation for the improvement of the life and program of schools.

### **Course Description**

Curriculum is the crux of education. After all, the function of school is teaching and learning. What the school intends for the students 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. This course is intended to introduce educators to the essential knowledge/skills 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 the interaction of basic curriculum development tasks.
5. Compare historic and contemporary approaches to curriculum development.
6. Interpret data for curriculum improvement.
7. Generate possible solutions to curriculum problems.
8. Develop a curriculum improvement plan.

Students should be aware, however, that due to the depth 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.
- 2.2 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:

Allan A. Glatthorn. *Developing a Quality Curriculum*. Alexandria, VA: ASCD, 1994.

W. James Popham. *The Truth About Testing*. Alexandria, VA: ASCD, 2001.

Ralph W. Tyler. *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press, 1949.

Brickell, H. & Paul, R. (1988). *Time for curriculum*. Alexandria, VA: The National School Boards Association. (to be provided at no cost by instructor)

Articles and Chapters:

Various articles and chapters will be made available to students for use in the course.

### **Assignments:**

#### I. Curriculum Development as Participatory Problem-Solving (6-8 d.s. page paper)

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 Tyler and Dewey throughout the paper. Papers will be evaluated on focus, coherence, and use of logic and evidence.

OR

Analyze a difficult curriculum question/problem with no simple answers such as those we debate in class. Throughout the paper, course materials should be used to make connections to any topic selected. Discuss both sides of the issue thoroughly, how it can be dealt with in school, how a curriculum making body should go about making a decision, who should be included in the process, etc. Cite Tyler and other class materials thoroughly for evidence.

#### II. Comparison of Historic and Contemporary Approaches to Curriculum Development (6-8 d.s. page paper)

Analyze and evaluate the historic and contemporary approaches to curriculum development exemplified by Tyler and Dewey, and by Glatthorn. What are the similarities and differences between the two? How can the two approaches effectively coexist? How does the increased testing/accountability prevalent today impact this? Papers will be evaluated on focus, coherence, and use of logic and evidence.

### III. Political/Legislative Group Presentations (10 minute group presentation, 1-2 page executive summary)

Working collaboratively with a partner, research an assigned piece of legislation that has made a significant impact on curriculum. Look at the history of your piece, what were the intended effects, any unintended effects, impact on curriculum, effects remaining for education today, a thorough critique of the piece, keys points educators should know about this piece, and where it fits in the larger picture of this course. You will present a 10 minute presentation to the class and provide a 1-2 page executive summary that details the main points of your presentation (Plan on 27 copies).

### IV. Evaluation Group Project

In small groups, design in broad outline an evaluation program for a school or school system. Include in your program consideration of each of the following:

- Tasks/procedures for evaluating student learning and program efficacy.
- Personnel involved and their respective responsibilities.
- Nature and collection of sources of evidence of student learning.
- Impact of evaluation results: interpretation, reporting, utilization of evidence of learning.
- Ways in which the evaluation program will function as an integral component of curriculum development
- Ways in which your program will comply or conflict with legislation in place on accountability

Draw from pertinent material from our readings on evaluation: Tyler, Scriven Kreitzer and Madaus, Eisner, Glatthorn, Popham, etc. This activity offers you an opportunity to synthesize approved practices from this literature.

#### **Evaluation/Grading:**

Evaluation will comprise formal and informal, formative and summative appraisals of student work. A final grade will be determined according to the following formula:

Class participation 20%

Each Paper 30%

Political Group Project 10%

Evaluation Group Project 10%

Students are expected to complete assigned readings, attend class sessions, participate in class discussions, and submit assignments on time.

## **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](http://www.uga.edu.ovpi).

## **Course Schedule:**

Session 1 Introduction. Curriculum Issues.

Session 2 Selecting Educational Purposes.  
Tyler, Chapters 1 & 5.

Session 3 Selecting Educational Experiences.  
Tyler, Chap. 2.

Session 4 Organizing Educational Experiences.  
Tyler, Chap. 3.

Session 5 Evaluating Educational Experiences.  
Tyler, Chap. 4.

Session 6 Critique of the Tyler Rationale/ Curriculum Enactment.  
Kliebard/Hlebowitsh; Dewey, 1935. 1937

Session 7 Designing Curriculum.  
Glatthorn, Chap. 1,2,3

Session 8 Administering Curriculum.  
Glatthorn, Chap. 4,5,6.  
Assignment I Due.

Session 9 Implementing and Auditing Curriculum.  
Glatthorn, Chap. 7,8,9.

Session 10 Perspectives on Educational Evaluation.  
Kreitzer and Madaus; Eisner; Donsky; AERA; Ansary  
Assignment IV Due.

Session 11 High-Stakes Testing – A Critique.  
Popham, Chap. 1,2,3,4.

Assignment II Due  
Session 12 Work Session

Session 13 Legislation and Curriculum - Hodgkinson (All)  
Group Presentations

Session 14 Review of Literature

Session 15 Review of Literature/Discussion

Session 16 - Conclusions

Schedule changes may be made as needed and announced in advance.

Student should be aware 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.

### **Attendance Policy:**

All students are expected to attend all classes during the semester. Absences from class must be with the permission of the instructor.

### **Class Meetings:**

Wednesdays – January 7<sup>th</sup> through May 5<sup>th</sup> / 5:00 p.m. to 7:45 p.m.  
Gwinnett County Public Schools Instructional Support Center  
Building 200 / Central Gwinnett Room / Room #2.111

### **Additional References:**

Blankstein, A. M. (2004). *Failure is not an option: Six principles that guide student achievement in high-performing schools*. Englewood, CA: Corwin Press.

Collins, J. (2001). *Good to great*. New York, NY: Harper Collins Publishers.

Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.

Davies, A. (2000). *Making classroom assessment work*. Courtenay, British Columbia: Connections Publishing.

Heifetz, R. A. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.

- Hershberg, T. (1997, December 10). Explaining standards: A 12 step talking paper. *Education Week*, 17 (16), 33.
- Jacobs, H. H. (2004). *Getting results with curriculum mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R., Norford, J., Paynter, D., Pickering, D., & Gaddy, B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: Supervision and Curriculum Development.
- Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Supervision and Curriculum Development.
- Maxwell, J. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson, Inc.
- Noddings, N. (1997). *Thinking about standards*. *Phi Delta Kappan*, 79, 184-189.
- Reeves, D. (2000). *Accountability: A blueprint for learning organizations*. Denver, CO: Center for Performance Assessment.
- Reeves, D. (2002). *The leader's guide to standards: A blueprint to educational equity and excellence*. San Francisco, CA: Jossey-Bass Publishers.
- Reeves, D. (2002). *Making standards work: How to implement standards-based assessments in the classroom, school, and district*. Englewood, CO: Advanced Learning Press.
- Reeves, D. (2004). *101 more questions & answers about standards, assessments and accountability*. Denver, CO: Advanced Learning Press.
- Reeves, D. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: Association for Supervision and Curriculum Development.