

The University of Georgia

College of Education

Department of Lifelong Education, Administration, and Policy
Program in Educational Administration and Policy

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EDAP 7070 Curriculum Development and Evaluation

Communications

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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, 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.

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.
- 2.2 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.
(Reissued in 2004 by Waveland Press.)

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.

Articles and Chapters: (Course Packet)

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

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

John Dewey. (1991/1935). Toward administrative statesmanship. In J.A. Boydston, (Ed.). *John Dewey: The latter works, 1925-1953, Volume 11* (pp. 345-347). Carbondale, IL: Southern Illinois University Press.

John Dewey. (1991/1937). 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.

- Elliot W. Eisner. (1983). Educational connoisseurship and criticism: Their form and functions in educational evaluation. In G.F. Maduas, Michael S. Scriven, and Daniel L. Stufflebeam (Eds.). *Evaluation models: Viewpoints on educational and human services evaluation* (pp. 335-347). Boston: Kluwer-Nijhoff Publishing.
- Peter S. Hlebowitsh. (1992). Amid behavioural and behaviouristic objectives: Reappraising appraisals of the Tyler rationale. *Journal of Curriculum Studies*, 24(6), 533-47.
- Peter S. Hlebowitsh. (1995). Interpretations of the Tyler rationale: A reply to Kliebard. *Journal of Curriculum Studies*, 27(1), 89-94.
- Harold Hodgkinson. (December 200-January 2001). Educational demographics: What teachers should know. *Educational Leadership*, 58(4), 6-11.
- Herbert M. Kliebard. (1970). Reappraisal: The Tyler rationale. *School Review*, 78, 259-272.
- Herbert M. Kliebard. (1995). The Tyler Rationale revisited. *Journal of Curriculum Studies*, 27(1), 81-88.
- Amelia Kreitzer & George F. Madaus. (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.
- Michael Scriven. (1973). Goal-free evaluation. In E.R. House, (Ed.). *School Evaluation: The Politics and Process* (pp. 319-328). Berkeley, CA: McCutchan Publishing Corp.
- Position Statement of the American Educational Research Association Concerning High-Stakes Testing in PreK-12 Education. *Educational Researcher*, 29(8), 24-25.
- Ralph W. Tyler. (1953). Leadership role of the school administrator in curriculum and instruction. *Elementary School Journal*, 54(4), 200-209.

Additional materials will be provided by the instructor throughout the semester.

Class Activities

Students will spend most of their 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.

The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

Assignments

I. Curriculum Development as Participatory Problem-Solving (6-8 ds 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 Dewey, Tyler, and Bowers. Students are strongly encouraged to submit drafts of their work-in-progress for formative evaluation. Papers will be evaluated on focus, coherence, and use of logic and evidence.

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

Compare 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? Generously cite Dewey, Tyler, Bowers, and Glatthorn. Students are strongly encouraged to submit drafts of their work-in-progress for formative evaluation. Papers will be evaluated on focus, coherence, and use of logic and evidence.

OR

II. Educational Leadership Vision Statement (6-8 ds page paper)

Develop a vision of educational leadership that emphasizes the responsibility of the school administrator for improving curriculum and instruction. Include the following considerations in your vision statement: 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 and cite from Dewey (1935, 1937), Tyler, (1953), Bowers (1977), and Glatthorn (2004). Students are strongly encouraged to submit drafts of their work-in-progress for formative evaluation. Papers will be evaluated on focus, coherence, and use of logic and evidence.

III. 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. Please prepare copies for the class.

Evaluation/Grading

Evaluation will comprise formal and informal, formative and summative appraisals of student 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 three of the above assignments can serve as artifacts for the M.Ed. and Ed.S. portfolios. Final grade will be determined according to the following formula:

Class Participation	20%
Assignments I and II each	30%
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 for finishing missed, late, or incomplete work with the instructor.

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.

Course Schedule

Session 1 7 January	Introduction. Curriculum Issues.
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Principles of Curriculum Development

Session 2 14 January	Selecting Educational Purposes. Tyler, Chs. 1, 5; Hodgkinson.
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21 January	Holiday.
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Session 3 28 January	Selecting Educational Experiences. Tyler, Ch. 2.
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Session 4 4 February	Organizing Educational Experiences. Tyler, Ch. 3.
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Session 5 11 February	Evaluating Educational Experiences. Tyler, Ch. 4.
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Session 6 18 February	Pursuing Curriculum Enactment. Dewey, 1935, 1937; Bowers, Ch. 8, 10; Tyler, 1953.
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Contemporary Approaches to Curriculum Development

Session 7 25 February	Designing Curriculum. Glatthorn, Ch. 1, 2, 3. Please bring local curriculum development policies and procedures for analysis and distribution to the class. Assignment I due.
Session 8 3 March	Administering Curriculum. Glatthorn, Ch. 4, 5, 6.
10 March	Spring Break.
Session 9 17 March	Implementing and Auditing Curriculum. Glatthorn, Ch. 7, 8, 9.
24 March	Work Session.
Session 10 31 March	Critique: Tyler Rationale. Kliebard, 1970; Hlebowitsh, 1992, Kliebard 1995; Hlebowitsh, 1995. Assignment II due.

Contemporary Curriculum Evaluation

Session 11 7 April	Perspectives on Educational Evaluation. Kreitzer & Madaus; Scriven; Eisner; Crooks; AERA.
Session 12 14 April	Analysis: High-Stakes Testing. Popham, Chaps. 1, 2, 3, 4.
Session 14 21 April	Evaluating Educational Programs.
Session 15 28 April	Conclusions. Improvement Plan Presentations.

Selected Bibliography

The Elementary School Curriculum

Bonser, F.G. (1920). *Elementary school curriculum*. NY: Macmillan.

Caswell, H.L., & Foshay, A.W. (1957). *Education in the elementary school*. 3rd. Ed. NY: American Book Company.

- Dewey, J. (1956). *The child and the curriculum/The school and society*. Chicago: University of Chicago Press. Originally published in 1902 and 1900 respectively.
- Educational Policies Commission. (1948). *Education for All American children*. Washington, DC: NEA.
- Gamberg, R., Kwak, W., Hutchings, M. & Alheim, J. (1988). *Learning and loving it: Theme studies in the classroom*. Portsmouth, New Hampshire: Heinemann.
- Goodlad, J.I., & Anderson, R.H. (1959). *The nongraded elementary school*. NY: Harcourt, Brace & World.
- Klein, M.F. (1989). *Curriculum reform in the elementary school*. NY: Teachers College Press.
- Meriam, J.L. (1920). *Child life and the curriculum*. Yonkers-on-Hudson, NY: World Book Company.
- National Education Association. (1969). *Report of the Committee of Fifteen*. NY: Arno Press. Originally published in 1895 by the New England Publishing Company.
- National Society for the Study of Education. (1934). *The activity movement*. 33rd Yearbook of the National Society for the Study of Education, Part II. Bloomington, IL: Public School Publishing Company.
- Tippett, J.S., et al. (1927). *Curriculum making in an elementary school*. Lexington, MA: Ginn.

The Middle School Curriculum

- Alexander, W.M., & George, P.S. (1981). *The exemplary middle school*. NY: Holt, Rinehart, & Winston.
- Beane, J.A. (1993). *A middle school curriculum: From rhetoric to reality*. 2nd. Ed. Columbus, OH: National Middle School Association.
- Briggs, T. H. (1920). *The junior high school*. Boston: Houghton Mifflin.
- Carnegie Council on Adolescent Development. (1989). *Turning points: Preparing American youth for the 21st century*. NY: Carnegie Corporation.
- Dickinson, T. (Ed.). (1993). *Readings in middle school curriculum: A continuing conversation*. Columbus, OH: National Middle School Association.
- Eichhorn, D.H. (1966). *The middle school*. NY: The Center for Applied Research in Education.
- Koos, L. (1927). *The junior high school*. Boston: Ginn & Co.

Lounsbury, J.H., & Vars, G. F. (1978). *A curriculum for the middle school years*. NY: Harper & Row.

Lounsbury, J.H. (Ed.). (1984). *Perspectives: Middle school education*. Columbus, OH: National Middle School Association.

NASSP Council on Middle Level Education. (1985). *An agenda for excellence at the middle level*. Reston, VA: NASSP.

Van Til, W., Vars, G.F., & Lounsbury, J.H. 2nd. Ed. (1967). *Modern education for the junior high school years*. Indianapolis, IN: Bobbs-Merrill.

Wright, G.S. (1958). *Block-time classes and the core program*. Washington, DC: U.S. Government Printing Office.

The Secondary School Curriculum

Aikin, W.M. (1942). *The story of the Eight-Year Study*. NY: Harper & Row.

Boyer, E.L. (1983). *High school*. NY: Harper & Row.

Caswell, H.L. (Ed.). (1946). *The American high school: Its responsibility and opportunity*. 8th Yearbook of the John Dewey Society. NY: Harper & Row.

Commission on the Reorganization of Secondary Education. (1918). *Cardinal principles of secondary education*. Bulletin 1918, No. 35, Department of the Interior, Bureau of Education. Washington, DC: U.S. Government Printing Office.

Conant, J.B. (1959). *The American high school today*. NY: McGraw-Hill.

Counts, G.S. (1926). *The senior high school curriculum*. Supplementary Educational Monographs, No. 29. Chicago, IL: University of Chicago Press.

Goodlad, J.I. (1984). *A place called school*. NY: McGraw-Hill.

Harvard Committee on the Objectives of a General Education in a Free Society. (1945). *General education in a free society*. Cambridge, MA: Harvard University Press.

Inglis, A.J. (1918). *Principles of secondary education*. Boston: Houghton-Mifflin.

Educational Policies Commission. (1952). *Education for ALL American youth--A further look*. Washington, DC: NEA.

National Commission on the Reform of Secondary Education. (1973). *The reform of secondary education*. NY: McGraw-Hill.

National Panel on High School and Adolescent Education. (1976). *The education of adolescents*. Washington, DC: U.S. Office of Education.

Panel on Youth of the President's Science Advisory Committee. (1974). *Youth: Transition to adulthood*. Chicago: University of Chicago Press.

Report of the Committee of Ten on Secondary School Studies. (1893). *Education Report, 1892-1893*. Washington, DC: U.S. Government Printing Office, 1415-1495.

Curriculum Development Classics

Alberty, Harold B., & Alberty, Elsie J. (1962). *Reorganizing the high-school curriculum*. 3rd Edition. NY: Macmillan.

Bobbitt, Franklin. (1924). *How to make a curriculum*. Boston: Houghton-Mifflin.

Charters, W.W. (1923). *Curriculum construction*. NY: Macmillan.

Eisner, Elliot W. (1979). *The Educational imagination: On the design and evaluation of school programs*. NY: Macmillan.

Faunce, Roland C., & Bossing, Nelson L. (1951). *Developing the core curriculum*. NY: Prentice-Hall.

Harap, Henry. (Ed.) (1937). *The changing curriculum*. NY: D. Appleton-Century.

Lurry, Lucile L., & Alberty, Elsie J. (1957). *Developing a high school core program*. NY: Macmillan.

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National Society for the Study of Education. (1927). *The foundations of curriculum-making*. 26th Yearbook, Part II. Bloomington, IL: Public School Publishing.

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- Tyler, Ralph W. (Ed.). (1969). *Educational evaluation: New roles, new means*. 68th Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press.
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Other Resources for Curriculum Development

- Gerald W. Bracey. (2000). *Bail me out!* Thousand Oaks, CA: Corwin.
- Huff, Darrell. (1993) *How to lie with statistics*. NY: Norton. Originally published in 1954.
- Hyman, R.T. (1980). *Improving discussion leadership*. NY: Teachers College Press.
- Jackson, P.W. (Ed.). (1992). *Handbook of research on curriculum*. NY: Macmillan.
- Jenkinson, E.B. (1986). *The schoolbook protest movement*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Klein, Julie Thompson. (Ed.). (2002). *Interdisciplinary education in K-12 and college: A foundation for K-16 dialogue*. NY: College Entrance Examination Board.
- Ledell, M., & Arnsperger, A. (1993). *How to deal with community criticism of school change*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tanner, D., & Keefe, J.W. (1995). *Curriculum issues and the new century*. Reston, VA: National Association of Secondary School Principals.

Tanner, L. (Ed.). (1988). *Critical issues in curriculum*. 87th Yearbook of the National Society for the Study of Education, Vol. I. Chicago: University of Chicago Press.

On Style in Writing

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