

The University of Georgia

College of Education

Fall Semester, 2007

CURRICULUM DEVELOPMENT AND EVALUATION (7070)

EDUL 6020 – Principles of Curriculum Design

EDUL 6021 – Principles of Curriculum Evaluation

EDUL 6023 – Managing Special Education Programs in Schools

EDUL 6990 – Research Seminar in Educational Leadership

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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.
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.
- 2.2 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

1. Popham, J. (2003). *Test better, teach better: The instructional role of assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
2. Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.
3. Select a book of your choice that will assist in your understanding of curriculum development, implementation, and/or evaluation OR will assist you in defining your role as a leader. Your book should be generously cited in your projects.

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.

Assignments

I. Educational Leadership Vision Statement (5-7 page paper, double spaced)

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 instructional leadership; relationship between leader and follower; developing and achieving school instructional goals; the impact of an effective instructional program on student learning (and how you will know it is effective); and how leaders mobilize others. Draw and cite from authors we have read and discussed in class as well as from your outside reading. Students are 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. Curriculum Improvement Plan (15 minute group presentation, 2-4 page executive summary, plus a list of resources used in developing your plan)

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. Also include the methods for evaluating students' learning and the program effectiveness. 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 that outlines your design.

III. Mini-Assignments

- A. Key Leaders – Research how a particular key curriculum leader influenced curriculum development, implementation, or assessment during his / her time.
- B. Select a current policy, law, procedure, research, etc that is impacting how curriculum is developed, taught, and/or assessed – Be able to discuss how your selection has impacted curriculum.
- C. Bibliography - During the course of the semester, develop a brief, annotated bibliography of curriculum development, improvement, and evaluation references and resources. All references should be listed in APA format.

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 four 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 25%
- Assignments I and II each 30%
- Assignment III 15%

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

	Date	Topic	Preparation or Assignment Due
Session 1	Aug. 16	Introduction of Curriculum Issues Principles of Curriculum Development	
Session 2	Aug. 23	Historical Perspectives	Key Leaders Mini-Assignment IIIA
Session 3	Aug. 30	Selecting Educational Purposes	Tyler – pp 1-62
Session 4	Sept 6	Selecting Educational Experiences Organizing Educational Experiences	Tyler – pp 63-82 } Tyler – pp 83-102 } Small Group Assignment
Session 5	Sept. 13	Evaluating Educational Experiences	Tyler – 104-125
Session 6	Sept. 20	Georgia Curriculum Current Trends in Curriculum	Copy of curriculum standards from your area of expertise Current trend in area of curriculum; legislative issue
Session 7	Sept. 27	Guest Speaker – Developing a Leadership Vision ----- Forsyth County’s Vision / Mission (Focused Choice)	Read assigned article
Session 8	Oct. 4	Guest Speaker – Special Education	Find and read an article on legislative measures regarding special education Mini – Assignment III B
Session 9	Oct. 11	Continuation of Special Education instruction, curriculum, legislative impact	
Session 10	Oct. 18	Instruction – Differentiation, grouping, acceleration, remediation, etc.	
Session 11	Oct. 25	Instruction – Content Areas; Gifted education; Federal / State programs	
Session 12	Nov. 1	Evaluating Curriculum / Instruction	Popham – pp 1-59
Session 13	Nov. 8	Evaluating Curriculum / Instruction	Popham – pp.60-105
Session 14	Nov. 15	Evaluating Curriculum / Instruction	Popham – pp.106-159
Session 15	Nov. 29	Evaluating Curriculum / Instruction	Assignment I due – Vision statement Mini -Assignment III C due - Bibliography
Session 16	Dec. 6	Curriculum Plan Presentations	Assignment II due – group presentations