

University of North Carolina at Chapel Hill
School of Education
Educational Leadership Program
EDUC 634(formerly EDUC 139) Sect. 001 & 957
Curriculum Leadership
(3 semester hours—Revised Fall 2004)
Spring 2009—Thursday 7:00-9:50 PM
Peabody 010

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Office Hours: By appointment. Best way to communicate is via email.

Course Location: Peabody 010

Course Schedule: 7:00-9:50

BLACKBOARD: Course syllabus and class power points, as well as examples of past student work, are posted on UNC-Blackboard by course number and title. Students access these files by using their UNC -CH email and password. Grades for classwork are also posted on the same Blackboard course account.

Course Description—About EDUC 634

This is a graduate level course for the MSA program which involves theories and related practices of applied curriculum leadership relevant to working in high-stakes testing environments in contemporary educational settings. The approach is centered on understanding two aspects of curriculum leadership: *curriculum design* issues such as frontloading/backloading and topological/deep alignment; and *curriculum delivery* which involves monitoring the implementation of the designed curriculum, chiefly through the practice of the *curriculum walk-through*. The course is designed to be immediately applicable in the schools in which UNC-Chapel Hill MSA students will engage in their internship experience and later in schools in which they are likely to serve as assistant principals or principals.

The aims of the School of Education at UNC-Chapel Hill are *to prepare leaders to function in diverse, equitable, democratic learning communities*. The approach taken in this course is aligned with these aims.

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within

educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

EDUC 634 Course Linkages to the School of Education's Conceptual Framework and Dispositions

This course is linked to the UNC-Chapel Hill's School of Education's conceptual framework principles 1 through 4. It is connected to the SOE's conceptual framework dispositions 1 and 2.

EDUC 634 & Linkages to Professional Standards (ELLC)

MSA candidates will have to take the state exam in order to complete their licensing process to become school leaders in the public schools of North Carolina. This course is indexed to the following ELLC/ISLLC standards upon which the state test is based.

STANDARD 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

STANDARD 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

STANDARD 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

ELLC Standards Assessed – Standard Three (3) is assessed in the De-Construction Test assignment (Appendix A). Although this assignment will be graded, it will not count towards your semester grade. However, it **MUST** be completed in order for you to receive a final grade in this course. A copy of the rubric can be found at: http://soe.unc.edu/academics/edd_edleadership/requirements/

EDUC 634 Course Objectives

At the end of the course the should be able to:

1. Explain the interlocking theoretical foci involved in performing analytical processes within schools and school systems which are utilized in most state accountability systems;
2. Differentiate between the essential concepts of curriculum (design/delivery), alignment, and engage in applied strategies of both in schools and classroom situations;
3. De-construct publicly released test items and develop parallel forms for the creation of appropriate classroom activities to engage in topological/deep pedagogical parallelism as may be required or desired to overcome potential SES biases;
4. Identify at least five significant trends nationally and internationally which will impact curriculum leadership issues in the next quarter century.
5. Understand and explain the concept of "cultural capital" and how it may impact school curriculum design and delivery, and how unpacking this concept can lead to a level playing field for all students in high-stakes testing scenarios.
6. Learn a system for rating and ranking curriculum guide quality.
7. Learn a system for mapping the dominant instructional practices in a school.
8. Engage in a collaborative approach with teachers to monitor the designed curriculum via the *curriculum walk-through* process.

Course Texts

The required texts for the course:

1. *English, F. & Steffy, B.* (2001). **Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability.** Lanham, MD: The Scarecrow Press, Inc. ISBN #0-8108-3970-9.
2. *C.Downey, B. Steffy, B. Poston and F. English* (2009). **50 Ways to Close the Achievement Gap, 3rd Edition** Thousand Oaks, CA: Corwin Press.

Recommended Additional Texts for Referencing Course Concepts, Projects and Assignments

1. *Downey, C.J., Steffy, B.E., English, F.W., Frase, L. E., & Poston, W.K.* (2004). **The Three-Minute Classroom Walk Through: Changing School Supervisory Practice One Teacher At a Time.** Thousand Oaks, CA: Corwin Press.
2. *English, F. & Steffy, B.* (2005) Curriculum Leadership: The Administrative Survival Skill in a Test Driven Culture and a Competitive Educational Market Place. In F. English (Ed.) **The SAGE Handbook of Educational Leadership.** Thousand Oaks, CA: SAGE, 4-7-429.
3. *Bottery, M.* (2004). **The Challenges of Educational Leadership: Values In a Globalized Age.** London: Paul Chapman.
4. *Bratlinger, E.* (2003). **Dividing Classes: How the Middle Class Negotiates and Rationalizes School Advantage.** New York: Routledge Falmer
5. *Marshall, C. & Oliva, M.* (2006). **Leadership for Social Justice: Making Revolutions in Education.** Boston: Pearson.

COURSE ASSIGNMENTS

All students are expected to complete the following assignments for EDUC 634:

Summary of Course Assignments and Weights for the Final Course Grade*		
Course Assignment	Weight of Final Grade	Anticipated Due Date#
Principal Newspaper Interview	10%	April 9, 2009
The Individual Curriculum Knowledge Exam	35%	April 23, 2009
The Curriculum Guide Rating/Ranking & Summary	10%	February 12, 2009
Oral Report-Curriculum Guides	5%	February 12, 2009
The Classroom Instruction Mapping	10%	March 26, 2009
Oral Report-Instructional Mapping	5%	March 26, 2009
Group-Curriculum Management Plan Presentation and Oral Report	25%	April 16, 2009
Live Text-De-constructing a test item	required	February 19, 2009
TOTAL	100%	

***Note:** To expect a grade of “H” for the course, students would need to get a grade of “H” in assignments that would equal 80% of the weighted final grade. For example, if a student did not get an “H” in *The Individual Curriculum Knowledge Exam*, it would not be possible for that student to receive an “H” for the course as that assignment is worth 30% of the final grade.

#Note: Dates may be adjusted based on class feedback and other exigencies such as weather or illness.

INDIVIDUAL CURRICULUM KNOWLEDGE EXAM: (to be completed individually/closed book)

The instructor will administer a comprehensive knowledge based exam in class which will include material from all five chapters in **Deep Curriculum Alignment** and all of class power points and assignments, as well as key chapters from **50 Ways To Close the Achievement Gap.** The exam will be taken individually and be **closed book.** It will include objective and essay questions.

SAMPLE TEST QUESTIONS (recommended by the last class of EDUC 139 to ensure context alignment)

1. The most **inclusive** definition of **deep alignment** is:
 - a. Teaching what is tested as an exemplar of pedagogical parallelism
 - b. Teaching what is **not tested** because it may become tested in the future
 - c. Teaching what is tested as a starting point, but moving into higher levels of cognition in anticipating a change in the testing protocols
 - d. Teaching what is tested only as long as the current form of the test remains in use
[for the answer see p. 110 in DCA]

2. In de-constructing a test item, the protocol matrix which includes a place for “item distractors” means:
 - a. Identifying various external features in the testing context which will break the attention of the student
 - b. Identifying the mismatches in the students’ vocabulary to that used in the test item
 - c. Identifying those aspects of the test item which will mislead the student even if he/she knows the content of the item
 - d. Identifying those aspects of the test item which will consume too much time and which do not really pertain to understanding the item content
[for the answer see p.100 in DCA]

3. The Moss-Mitchell study is important to the concept of curriculum alignment because:
 - a. It showed that even with topological alignment the playing field was leveled for low SES students
 - b. It demonstrated that deep alignment had the potential to erase all aspects of SES differentials
 - c. It demonstrated that statistical significance could be enhanced with application
 - d. It demonstrated that statistical significance was not important as long as item distractors were not an important consideration
[for the answer see pp. 95-97 of DCA]

4. To say that a system is “loosely coupled” may be most accurately translated as:
 - a. School system administrative offices are layered but not connected
 - b. School system administrative offices are connected but not layered
 - c. Organizational layers enjoy autonomy one from the other but are together in the district
 - d. Organizational layers enjoy no autonomy but are related one to the other linearly
[for the answer see p. 79 of DCA]

Reading, Rating and Ranking Curriculum Guides Assignment

You will be asked to secure at least 5-10+ curriculum guides from your school or school system. The rating criteria will relate to design elements discussed in class. It will only be a design rating/ranking approach. The rating system and criteria will be reviewed in class. Each student will be expected to turn in his/her rating table with accompanying write-up and summary. You must submit your worksheets with your report as an appendix.

**An Example of How to Develop the Curriculum Guide Analysis and Summary
An Analysis of the Curriculum Guides of the ABC School District**

Quality curriculum guides connect the written, taught, and tested curriculum. They focus instruction on essential learnings so that the efforts of all teachers are coordinated in achieving the educational priorities of the system. The documents provide purpose and direction, communicate instructional objectives, align objectives to the tested curriculum, specify necessary prerequisite skills, list instructional materials, and provide strategies for teaching. They connect the curriculum vertically and horizontally within the school organization. The written curriculum should be user friendly, providing strong support for daily lessons. When guides are incomplete or nonexistent teachers must make many instructional decisions without the benefit of the previously established consensus as to intentions, priorities, techniques, materials, evaluations, and other issues. In such circumstances, instruction is likely to be inconsistent among teachers and schools, inefficient, and confusing for students and other stakeholders. Complete curriculum guides also include suggestions for approaching instruction of key concepts.

This reviewer engaged in an analysis of 15 elementary and secondary documents presented as curriculum guides by ABC School District. These guides included district-developed guides, State Content and Performance Standards, Cultural Standards and draft curriculum documents. In addition, separate curriculum documents were reviewed as extensions to the guides. Curriculum guides and these extensions were reviewed and rated on whether they contained the elements of each of five audit criteria that support effective delivery of the curriculum. Those criteria and their elements are listed in Exhibit 1.0

Exhibit 1.0
Curriculum Guide Rating Criteria
ABC School District
2008

Criteria	Description
One	Clarity and Validity of Objectives
	0. No goals/objectives present
	1. Vague delineation of goals/learner outcomes
	2. States tasks to be performed or skills/concepts to be learned
	3. States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning
Two	Congruity of the Curriculum to Testing/Evaluations
	0. No evaluation approach
	1. Some approach of evaluation stated
	2. State skills, knowledge, concepts which will be assessed
	3. Each objective is keyed to district and/or state performance evaluation
Three	Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes
	0. No mention of required skill
	1. States prior general experience needed
	2. States prior general experience needed in specified grade level
	3. States specific documented prerequisite or description of discrete skills/concepts required prior tot his learning
Four	Delineation of the Major Instructional Tools
	0. No mention of textbook or instructional tools
	1. Names the basic text/instructional resource(s)
	2. Names the basic text/instructional resource(s) and supplementary materials to be used
	3. States for each objective the “match” between the basic text/instructional resource(s) and curriculum objective
Five	Clear Linkages (Strategies) for Classroom Use
	0. No linkages cited for classroom use
	1. Overall, vague statement on linkage for approaching the subject
	2. Provides general suggestions on approach
	3. Provides specific examples on how to approach key concepts/skills in the classroom

The curriculum guides were assigned values of zero to three (low to high) on each of the five criteria. A maximum of 15 points is possible. Guides receiving a rating of 12 or more points are considered strong or adequate. The mean ratings for each criterion and the mean for the total guide ratings were then calculated.

Exhibit 2.0 shows the reviewer’s ratings of grades K-12 curriculum guides examined.

Exhibit 2.0
Ratings of Available Curriculum Guides
ABC School District
2008

			Audit Criteria					Guide Rating
Curriculum Guide	Date (most recent)	Grade	1.	2.	3.	4.	5.	
			Obj.	Assess.	Prerequisite Skills	Resources	Classrm. Apps.	
Language Arts	05-24-99	K-8, 9,10	1	0	0	0	0	1
Oral Language – ESL	No date	K-12	1	0	1	0	0	2
Math (3 documents)	04-21-99	K-12	1	3	1	0	0	5
Science								
K-6 Sci. Framwks.	11-2001	K-6	0	0	0	3	1	4
Earth Systems	09-1997	K-6	1	0	2	1	1	5
Sci. Frameworks	06-2001	7-12	1	0	0	0	0	1
Social Studies (binder)	01-1999	K-12	1	0	0	2	0	3
World Languages	1998-99	7-12	1	0	1	2	1	5
Health (3 documents)	01-15-97	K-12	1	0	0	0	0	1
Physical Education	4/97	K-12	1	0	0	0	1	2
Art (binder)	11-05-01	K-12	3	0	2	3	3	11
Music	1982	K-8	1	0	0	0	0	1
Business/Marketing Education	March 1998	9-12	2	2	1	1	0	6
Family and Consumer Sciences	1997	9-12	2	2*	1	1	0	6
Industrial Technology	1995	9-12	2	2	0	1	0	5
Total			18	9	9	14	7	58
Guides Mean Ratings			1.2	.6	.6	.9	.5	3.9

Overall, the current adopted ABC School district curriculum guides do not contain enough information to effectively guide teaching which would result in high levels of alignment in the classroom. Exhibit 2.0 reveals the following:

- None of the 15 curriculum guides received a rating of 12 points or higher, therefore each of the currently adopted guides is inadequate.
- The mean rating for a curriculum guide is 3.9 of a possible 15.
- The range of curriculum quality varies from a low of one to a high of 11.
- None of the guides scored high enough to be considered a strong guide (a rating of 12 or more).
- The Art curriculum received the overall highest audit rating of 11, with three areas scoring a three, Objectives, Resources and Classroom strategies.
- Language Arts, Science Frameworks (7-12), Health and Music received an audit rating of one.
- Criterion 1, Clarity and Validity of Objectives (Objectives) had the highest overall rating of 1.2.
- The lowest mean rating was for Criterion 5, Clear Linkages (Strategies) for Classroom Use, .5.

Criterion 1: Clarity and Validity of Objectives

To obtain a “3” under “Clarity and specificity of objectives” the criterion states the amount of time necessary to be spent must be present in some meaningful unit, i.e., hour, period, day or fractional part of a week.

- Most guides consisted of lists of the student learning objectives
- Reading and Writing are assessed on the Alaska State Benchmark Examinations. The auditors noted in the Language Arts curriculum the Student Performance Standards for grades K-8, 9 and 10 are local performance standards and are not yet aligned with the State Content Standards nor the grade level appropriate for the State Performance Standards.
- Guides did not indicate time to be spent on each objective.
- The mean rating for this criterion was 1.2

Criterion 2: Congruity of the Curriculum to Testing (Evaluation)

To receive a “3” mark on “congruence of the curriculum to the assessment process” objectives which will be tested must be identified by test. Teachers should know prior to teaching commencing, what objectives will be tested by what testing instrument so that these objectives are more likely to be taught.

- Three of the guides made general suggestions for evaluation: the Business/Marketing Education curriculum, the Family and Consumer Sciences curriculum and the Industrial Technology curriculum.
- The Mathematics curriculum was fully aligned with the State Content and Performance Standards. However, it should be noted the numerical representations of the standards do not lend itself to a user-friendly document.
- The auditors did note the Food Science course in the Family and Consumer Sciences curriculum did align that course content with the State Content Standards as well as the State Performance Standards.
- The Health Curriculum Frameworks K-6 also made connections to the State Content Standards in the areas of Social Studies and Science. However, the format lacked specificity in terms of instructional intent and assessment usage.
- The mean rating for this criterion was .6.

Criterion 3: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes

The “3” rating for “delineation of prerequisite essential skills, knowledge and attitudes” requires some specification of prior learnings or teachings. For example providing a scope and sequence chart in the guide itself will obtain a rating of “3”.

- 47 percent of the guides (7 of 15) indicated some general prior experience for curriculum content.
- Two of the guides, Earth Systems and Art, had a scope and sequence, though both required greater specificity grades and courses.
- The mean rating for this criterion was .6.

Criterion 4: Delineation of Major Instructional Tools

To earn a “3” under “delineation of the major instructional resources” requires matching the textbook pages or other materials by page or section to specific objectives or teaching content.

- Two of the guides provided, for each objective stated, the basic text and/or instructional resources to be used, K-6 Science Frameworks and the Art curriculum.
- 53 percent of the guides at least named the basic text and/or instructional resources to be used.
- The mean rating for this criterion was .9.

Criterion 5: Clear Linkages for Classroom Use

To receive a “3” in the category “clear approaches for classroom use” the guide must provide specific “cues” for teachers as to how to approach key components of the guide. These key components could be methods, content selection or subject matter, use of materials or manipulatives, classroom environment directive or suggestive, etc. Teachers should have some specific ideas about how to set up the learning environment.

- Only the Art curriculum provided examples on how to approach key concepts and/or skills in the classroom.
- 10 of the 15 curriculum guides made no reference to classroom strategies.

- The mean rating for this criterion was .5.

Current curriculum development efforts in the ABC School District in the content areas of mathematics, social studies, art, health and family and consumer sciences are an initial step toward ensuring alignment of the written, taught, and tested curricula in those content areas. However, overall, the curriculum guides and standards give little information to show the linkage of skills with various assessments either topically or for deep alignment. Continued curriculum development in all content areas and courses, aligned with the state content and performance standards, is necessary to provide teachers with quality curriculum documents to guide their teaching and positively impact student performance.

Summary

It is the recommendation of this reviewer that attention be given to upgrading the quality of curriculum guides in the ABC School District. To this end a comprehensive curriculum management plan should be created which will provide for system direction for the design, delivery, monitoring, and evaluation of the curriculum. The system should design and implement aligned curriculum guides that promote effective delivery of the required curriculum via deep alignment which improves learning for all students.

A curriculum management plan is centered on the function of the design and delivery of curriculum within the ABC School District. The plan links the support function of curriculum development to the overall goals and objectives of the school system.

The following actions are recommended to the Curriculum Division of the ABC School District for consideration and adoption:

- 1.0:-Direct the district curriculum department staff to develop and submit for School Board approval curriculum guides for those courses or academic areas for which no written curriculum guides exist
- 2.0-Direct the curriculum department staff to focus curriculum redevelopment efforts on a single, consistent curriculum guide format for all subject areas and courses to include all of the elements of a deeply aligned quality curriculum guide via front and backloading processes. That format should include:
 - 2.1:- A clear statement of what skills/concepts should be learned, when and how it should be performed, and the amount of time or emphasis given to each objective;
 - 2.2:- Linkages between each objective and district and state performance assessments;
 - 2.3:- Specific delineations of prerequisite skills/concepts (i.e., scope and sequence grade levels);
 - 2.4- Linkages to adopted texts and/or instructional materials, and specific instructional activities or examples of how to approach key skills and or concepts.
- 2.5:- By using publicly released test items consistent with State guidelines for ethical test preparation practices, engage in the creation of *pedagogical parallel* activities within curriculum guides that include the following steps:
 - 2.5.1: Secure random, publicly released test items regarding tests in use. These can usually be secured from the DOE Website or from samples available from the State Department of Education.
 - 2.5.2:- Deconstruct the public, randomly released test items to illustrate the dimensions of complexity and depth required of students to be responsive to likely testing scenarios.
 - 2.5.3:- Develop alternative test items at similar depth and complexity to demonstrate understanding of the dimensions involved. These can also be used as benchmarks.
 - 2.5.4- Check for extant textbook/test alignment at identified depth and complexity levels.
 - 2.5.5- Develop *parallel activities* and then move towards enhanced depth and complexity, creating classroom activities which include, but are clearly beyond what is immediately required. This is the idea of *no surprises for children* on tests of accountability.
 - 2.5.6- Remain vigilant for examples of cultural bias being included on *parallel activities* that work towards disadvantaging culturally different children. Achievement gaps cannot be

eliminated if minority children are subjected to insensitive applications.

Curriculum alignment is a key concept to reduce the achievement gaps currently manifesting themselves in the ABC School District. Unless and until the quality of curriculum guides is improved, it is not likely alignment will occur. Without this factor, the gaps will continue.

GUIDELINES FOR THE CLASSROOM INSTRUCTIONAL MAPPING

Here are the guidelines to engage in the classroom instructional mapping project. It is anticipated that the final written report should be in the range of 5-10 double spaced pages. The purpose of this project is to select a “window” of time and “map” or “log” the dominant forms of instructional/curricular delivery going on during this window of time. The mapping is done with a “mapping log”. An example is shown in this syllabus. You may use this form or create your own. Remember, not to get the form too complex as it will make your data gathering and reporting more difficult.

What you are after is a kind of “moment to moment snap shot” of the dominant forms of classroom instruction. It may be necessary to secure permission to engage in this activity. Inform individuals that you are not evaluating teachers. You are “mapping” forms of instruction. Teacher names should not be used in your report.

1. Using a mapping observation classroom log, enter each classroom and record (a) what the teacher is doing and (b) what the students are doing. Record what the largest number of students are doing as the dominant form of instruction. Do not stay longer than 3-4 minutes. Do an entire school, every classroom and every grade level.
2. When you are done, collate your data by: (a) subject (b) grade level, recording the dominant forms of teacher activity and student activity. It will be your responsibility to create tables which illustrate your data. You must title and number each table appropriately so it is clear what the reader is examining., For example, “ Table 2.0-Rank Order of Dominant Teacher Activity-Sixth Grade Science-Bloomfield Elementary School, November, 2004”. Use letters or numbers to indicate individual classrooms observed. Do not use teacher names.
3. After presenting your data in tabular form, summarize your findings. What do the data show? What were the dominant forms of instructional activities? Were teachers active or passive? Were students active or passive?
4. Develop recommendations based on your classroom mapping. For example, assuming the time you did your observations was typical, what were the dominant modes of instruction present? How should this be changed in the future? Why?

An Example (Note: You must submit your worksheets as an appendix to your report)

The key to understanding whether diversity is present with the instructional program is to “map” or “log” the dominant forms of instruction occurring at any particular time during the school day. Accordingly, this reviewer obtained permission to do a brief 3-4 “instructional mapping” project at Dunbar Elementary School . This is a school of 650 students, grades K-5. On October 16, 2008, I spent nearly the entire day briefly visiting each classroom and make notes of what was going on using the “log” form provided to me in class.

The first table shows the criteria for mapping instruction at Dunbar.

Table 1.0 Criteria for Mapping Instructional Activities Dunbar Elementary School, October, 2008	
Category	Criteria Description
At Desk	Teacher sitting at desk, not actively involved with students, working on computer, desk work, reading correcting papers, etc.
Small Group	Activities involving small groups of students working on assignments supervised by the teacher or other professional or paraprofessional.
Seat Work	Independent, individual activities of a written nature (textbook activity, completing worksheet or workbook, independent individual work at desks, copying, coloring figures on paper, etc.
Direct Instruction	Activity involving communication from a teacher or professional to the class (lecture, demonstration, discussion, film, or video)
Assisting	Active assistance or supervision of students by a teacher, usually moving from student to student with individual attention to student needs or questions.
Monitoring	Supervision of student work or activities without active interaction between teachers and students.
Large Group: Active	Active whole group involvement in activities incorporating application of skills or knowledge acquired earlier (hands-on assignments or work, writing composition, constructing objects, puzzle solving, analytical activity, etc.
Large group: passive	Listening or observing without substantive interaction or active involvement.
AV presentation	Film, video, audio, or other multimedia presentation to students.
Off-Task	Students not engaged in any activity connected with instruction (reading newspaper not associated with the lesson, talking with friends, doodling, sleeping, bothering other students, etc.)

The reviewer observed 40 classrooms in Dunbar and the dominant forms were categorized in accordance with the definitions indicated in Table 1.0 and the tabulation of categories is shown in Table 2.0.

Table 2.0 Table of Frequency of Observed Classroom Activities Dunbar Elementary School October, 2008					
Teacher Activity	Frequency	Percentage of Total	Student Activity	Frequency	Percentage of Total
At Desk	9	22.5	Seat Work	23	57.5
Small Group	0	0	LG: Passive	4	10.0
Assisting	5	12.5	LG: Active	7	17.5
Direct Instruction	21	52.5	Silent reading	1	2.5
Monitoring		7.5	Small group activity	2	5.0
AV Presentation	2	5.0	Off-Task	3	7.5

Table 2.0 shows that over half (52.5%) of the teachers were engaged in direct instruction during my observation. The second largest observed teacher behavior was working at their desks (22.5%) followed by assisting students. Less than ten percent were engaged in monitoring and only five percent were using AV equipment.

On-the-other-hand, over half of the classes observed showed that students were doing seat work, primarily commercially-prepared worksheets 57.5 percent of the time. The next largest amount of time was being spent by students being active within a large group format, followed by large group passive. A smaller number of students were doing small group work or silent reading. In 7.5% of the observed classrooms, the majority of the students were off-task.

Recommendations

If my observations were a typical day at Dunbar Elementary, and I have no data to indicate it was not typical, then Dunbar's instructional program would be characterized by a teacher dominated strategy with most students being passive. Active student learning was not a dominant form of activity during my observations.

I would recommend that the faculty and administration examine the data to see if this configuration is what is desired, and if a different configuration might be preferred, especially in the latter half of the school day when both teachers and students may be tired. Most of my observations were conducted in the afternoons which may account for a surprising number of students engaged in off task behavior. Exactly why so many students were doing seat work should also be investigated. Perhaps a re-sequencing of subjects to be taught might promote more active student involvement, avoiding textbook driven instruction in the latter half of the day.

Tentative Class Schedule

The following schedule for the class is tentatively set forth to provide students with a general idea of the scope and sequencing of this course. The instructor may alter either the scope of the presentation/activities of the content based on student response patterns. That alternation may include substituting assignments or making other adjustments (modifications, deletions, additions) which may be necessary to more fully achieve the stipulated course objectives. Please note that the sequence for book chapters follows the class schedule and not necessarily the book chapter sequence.

Curriculum Walk-Through Log/Evaluation

Candidates will be given instructions as to what kind of log to keep in doing walk-throughs in their schools. Be prepared to reflect on your own progress in doing walk-throughs and in learning how to ask a good, non-judgmental reflective question.

ANTICIPATED AND TENTATIVE CLASS SCHEDULE

[Note: The instructor reserves the right to alter this schedule to take into account learning pace, unscheduled interruptions (weather) and other factors in order to maximize student achievement. Students who miss class are responsible for keeping pace with the class.]

Session #1: Thursday, January 15, 2009

Assigned Reading: *DCA Introduction, Chapters 1* (be sure you understand chapter terms)

Download power points from Blackboard: Alignment rationale (TAB 02) and basic concepts (TAB 03). Also read the *Introduction* and *Six Standards for High-Performing Schools* in **50 Ways** as well as *Standard 1* (pp. 15-41).

- **Review of course syllabus, all assignments and due dates**
- **Rationale for deep alignment-understanding the opportunity structure (OS)**
- **Basic concepts (teaching, curriculum, instruction, coordination, articulation)**
- **Frontload/backload-the curriculum/assessment equation and relationship**

Session #2: Thursday, January 22, 2009

Assigned Reading: Same as for Session #1 (be sure you are familiar with the terms at the end of all chapters)

Download power points from Blackboard: Frontload/backload, TAB 04 and Alignment Terminology TAB 05a

The theory base which supports curriculum alignment

- **The concept of alignment depth**
- **Three dimensions of curriculum alignment**
- **The concept of cultural capital and the impact of SES in schooling**
- **The class of basic narratives in explaining test scores-the bell curve vs. cultural capital**

Session #3: Thursday, January 29, 2009**Assigned Reading: DCA, pp. and 50 Ways** (pp. 81-129)Download power points from Blackboard: Cultural capital short form

- How to do the curriculum guide review and write-up for the rating sheet to be used in this process
- Practice using the form with sample guides from Blackboard document
- Creating the tables and summary for your report.
- The major steps in frontloading curriculum
- Definitions and examples of cultural capital from tests and the “Chorizo Test”

Session #4: Thursday, February 5, 2009**Assigned Reading: 50 Ways.** (Standard Two, pp. 45-75) and role of the principal in classroom visitations (pp.216-219)

Download power point from Blackboard on test ethics

[Note: Possible guest lecture on education in the UK]

- How to do a mapping of the dominant instructional practices in a school
- How to use the mapping form
- How to collate your data and write-up the results
- Dealing with the issue of teaching to the test, test ethics

Session #5: Thursday, February 12, 2009**Reading assignment: 50 Ways** (p. 19) and DCA Chapters 3-4.)**[DUE: Curriculum guide rating assignment (15% of total grade with oral presentation)]**

Download power point from blackboard, TAB 06a

- deconstructing test items-how to do it
- creating alternate test items-going deeper
- understanding the issues with textbook alignment
- ethics of backloading/teaching to the test

Session #6: Thursday, February 19, 2009

- Discussion on the curriculum management plan assignment
- *Possible class activity on test item deconstruction*

Session #7: Thursday, February 26, 2009**Group work time: CURRICULUM MANAGEMENT PLAN****Download TAB 13a-Phases in Guide Development**

- review/discuss phases in guide development

Session #8: Thursday, March 5, 2009**Reading assignment: 50 Ways** (Standard 4, pp. 134-198)

- Mastery learning model, p. 139
- Differentiated curriculum, p. 162
- Practice to master the curriculum, p. 171
- Use effective instructional practices, p. 176
- Use powerful vocabulary, p. 188
- Establish individual learning plans for low achieving students, p. 198

Session #9: Thursday March 12, 2009**Reading assignment: 50 Ways** Standard 5, pp. 205-224)

- Provide for high expectations, p. 206
- Monitor the curriculum, p. 211
- Visit classrooms and provide follow-up, p. 216
- Use disaggregated data in the decision-making process, p. 219

- Focus staff appraisal on professional growth, p. 224

Session #10: Thursday, March 19, 2009

NO CLASS-SPRINGBREAK

Session #11: Thursday, March 26, 2009

Due: Classroom Instructional Mapping project due and oral report

Download: key curriculum concepts powerpoint from Blackboard

- Continuation of major concepts in preparation for next major activities and the curriculum knowledge exam

Session #12: Thursday, April 2, 2009

Reading assignment: 50 Ways (pp. 159-161, 169, 205, 211, 215, 217-218 for administrator role in curriculum monitoring) and for walk-through, pp. 160, 206, 214, 217, 225, 234)

CLASS SESSION ON THE DOWNEY WALK THROUGH MODEL

Session #13: April 9, 2009

DUE: Principal Newspaper Interview assignment (10% of final grade)

- Review related curriculum concepts in preparation for the knowledge exam

Session #14: April 16, 2009

DUE: Oral presentations on all groups curriculum management plan (25% of final grade)

Session #15: April 23, 2009

course evaluation

- **CURRICULUM KNOWLEDGE EXAM (35% of final grade)**

STUDENT RESPONSIBILITIES FOR THE COURSE

Attendance and Tardiness

Students must attend each class session and participate effectively in class discussions and key activities. Missing .5 cumulatively of any class session, regardless of reason, may require make-up work as approved by the instructor. Missing two class sessions, regardless of the reasons, will lower your course grade by one notch or more (Example: From an "H" to a "P") unless cleared with the instructor. Also, excessive tardiness (defined as being more than 10 minutes late to two class sessions) may result in make-up work or grade reduction, except in case of emergency, and then only with an incomplete or an "F" for the course.

About Written Work Submitted: Accuracy and Attribution

All work submitted to the instructor for a grade in the class *must be typed or word-processed*, following the format recommended by the APA (American Psychological Association) citation guidelines (5th Edition). The instructor will adhere to all UNC-CH policies regarding originality of work, examination protocols and behavior, and grading practices. Students are expected to be familiar with them. Individual work submitted by students must be original. Using other words *not footed properly*, especially long passages, may result in grade reduction or other appropriate actions as required by the severity of the situation. Accurate and complete footnoting will avoid any and all problems in this regard. If you use a reference from the Internet, the complete URL is required as a footnote in your work per APA citation standards (5th Edition). The instructor will make every effort to post grades for written work promptly (within one week normally) on blackboard. If your paper is turned in late, grades may be posted much later than one week.

Keeping Second Copies of Your Work

Students should retain second copies of all material submitted to the instructor. All written work submitted must contain the student's name. The student's name must appear on each page of the assignment.

Special Student Needs or Handicapping Conditions

If you have a handicapping condition (vision, hearing, etc.) or require other special consideration for learning in the class, please notify the instructor in class or by email or phone. In some cases, and with proper medical documentation, university resources can be made available to assist you.

Course and Instructor Evaluation by Students

Students will be provided with an opportunity to evaluate both the course and the instructor, as well as relevant materials and activities used in the course delivery. Student feedback is welcome at any time. The best avenue is email.

SCORING RUBRICS USED ON WRITTEN ASSIGNMENTS

Curriculum Guide Rating/Ranking/Summary

H= This paper will be characterized by a ranking of 15-20 curriculum guides from a school district or a school. The report will follow the one in the syllabus which uses two tables with appropriate headings. It will include an introduction and a discussion of the results. Recommendations will be made as to how to improve the quality of the guides. The candidate will include his/her hand evaluations of the guides in an appendix. The text flows logically and sequentially. All the necessary information is included. There are no spelling, grammatical or syntactical errors.

P=This paper contains most of what is necessary for an “H” but is not quite as complete. The text breaks down and does not flow well. The tables are not headed appropriately with all the necessary information. The summary statements are not supported by the data gathered, or there are some gaps in reporting the findings which are included on the tables. There may be some minor errors in spelling, grammar or syntax. The number of guides ranked is under ten.

LP=While most of the important information is included, it is not presented clearly or logically. There are gaps in the text and in the tables. Some information may be absent in summarizing the data. There are numerous examples of spelling, grammatical, or syntactical errors in the text. The recommendations are not clear nor very convincing. Worksheets may be missing.

F=An unacceptable response in nearly every way. The number of guides was small. The analyses were sloppy or superficial. The tables were ambiguous and not headed properly. There were errors in the computations in the tables. The recommendations had little to do with the data and were not clear. The candidate’s work was not included or only partially present.

The Classroom Instructional Mapping Activity

H= All the necessary information is present in the report: the school, number of classrooms, grade levels, numbers of teachers and students. Both tables shown in the syllabus are included in the report. The computations are correct. The data are accurately and completely summarized. The recommendations are linked to the data gathered. The report avoids over-generalizing and sticks to the information. The actual log sheets are included in an appendix. No teacher names appear in the report. There are no spelling, grammatical or syntactical errors in the report.

P=Acceptable graduate work and nearly all of the criteria cited under “H” are met. However, there are deviations and discrepancies, while minor, which do not meet the “H” criteria in every respect. One common error may be over-generalizing or over-moralizing about the data or not including the original work in an appendix.

LP=Barely acceptable graduate work with some major problems in the response.

F= Not acceptable graduate work for this assignment. There are major problems. The work is intellectually sloppy and incomplete. There are errors in data presentation or computation as well as in summarizing. Recommendations are fuzzy and/or incomplete. The candidate’s work is not included in the report.

INTERVIEW WITH THE LOCAL PAPER ASSIGNMENT

Directions: Assume that you have just been appointed as the new principal of an elementary, middle or high school (you select the level). One of your first tasks is to be interviewed by the editor of the local newspaper for a question and answer session regarding your views about the new school's curriculum and the achievement gap which exists there. You must answer each question. Your response to each question IS LIMITED to 5-8 sentences and must be phrased in lay person terms. This is not a scholarly response, but one for the local newspaper reader. Violation of this requirement may result in grade reduction.

1. As the new principal, what do you believe are the key issues in closing the achievement gap at this school, a problem which has existed for many years?
2. How are achievement and learning issues related to increases or decreases in student discipline?
3. Exactly what is curriculum alignment?
4. Some people say that the best way to get improved student achievement is to teach to the test. What is your view on this? Should we teach to the test?
5. What is the relationship between a rigorous curriculum that challenges students and crafting a curriculum in which all students can be successful?
6. What advice would you give to the community about what to look for in this next year under your leadership?

THE GROUP BASED CURRICULUM MANAGEMENT PLAN

You are expected to construct and orally present on a power point presentation, accompanied by a group paper, a curriculum management plan. A sample of a curriculum management plan from Baltimore County, Maryland, has been posted on Blackboard. Another example can be secured by going to the Eagle Mountain Saginaw ISD, Texas, website. A good reference for the Curriculum Management Plan is the text *50 Ways to Close the Achievement Gap* (using all six standards in the plan and specifically pp. 229-280 which deals with planning).

Here is what should be included in your curriculum management plan.

I. A Philosophical Framework for the Design of the Curriculum

In this section you identify the underlying beliefs regarding how children learn, what constitutes effective teaching, what is the teacher's role, what is the student's role, and what is the district's role in making available or ensuring a student's education? Is education a process, a goal or both? Defining the beliefs and philosophy establishes the foundation for what curriculum should look like, and what the district's and schools' respective roles are in providing for each child with an education, and creates a picture of what an effective, engaging classroom might look like. Defining the philosophical framework must take place before defining an instructional model.

II. A Periodic Cycle of Curriculum Review and Development

In this section you describe how curriculum will be kept up-to-date, particularly with changes in state standards or requirements as well as testing modifications or changes.

III. Staff Roles and Responsibilities for Curriculum Management

Here you describe who is responsible for what task? This aspect of the plan delineates which tasks are primarily classroom-based, which are school-based and which are district based as well as which are Board of Education based. For example, it is the Board's responsibility to determine the content of the educational program within state law and to approve and adopt curriculum guides. It is the teacher's role to deliver the curriculum, the principal's role to monitor, etc.

IV. Timing, Scope, and Procedures for Curriculum Review

In this section you specify what every step is in reviewing, revising, and developing curriculum.

V. A Format and Included Components for Curriculum Guides

In this section you specify what has to be in a curriculum guide: aspects/components that are consistent for every content area, other aspects which may be fluid. Certain criteria may be decided; these are to be decided at the school level, district level, etc. The format should include, minimally, the following criteria (curriculum design);

- Aligned, specific learner objectives (based on state standards);
- A scope and sequence defining prerequisites;
- Assessment instruments and sample test items;
- Instructional resources, and;
- Suggested strategies and approaches for teaching the objectives.

VI. Direction for How State and National Standards Will be Included in the Curriculum

In this section you address how state and national standards will influence your choice of curriculum content and relate to assessment practices.

VII. Assessment Procedures To Determine Curriculum Effectiveness and Use of Data

In this section you indicate what are all the instruments that will be used to measure progress toward meeting goals, including the goal of students mastering curriculum objectives. How will the data be used, who will use them, how are they to be collected, analyzed, and disseminated to teachers, administrators, and concerned stakeholders? Also include in this section how test results will be used to plan instruction and subsequent intervention.

VIII. Linkage to Staff Development

Indicate in this section how professional development will be linked to the curriculum, the district's master plan and how schools will function within them to individualize the curriculum but ensure consistency.

IX. Textbook and Instructional Materials Adoption

Indicate how the textbook adoption cycle will be linked to the curriculum and assessment results, as well as all other instructional materials including technology.

X. Use of Instructional Models

Indicate what instructional models are expected to be used in classrooms across schools in the district. This is not intended to be a tightly-held requirement or unduly prescriptive. Rather, this section is designed to provide a clear picture of what leadership desires and expects effective instruction to look like. Use the results of the review of research on effective instruction with linguistically, economically, and culturally diverse students to inform this definition. Here is what should be included in this section:

- Describe the ways the district-adopted curriculum is expected to be delivered, that is, the type of teaching practices district leadership expects to see;
- The use of higher-order questioning that helps student see “big picture” concepts, knowledge and skills being taught, as well as facilitating a deeper understanding on the part of students;
- Differentiating instruction to meet the individual needs of students;
- Using small group activities, paired tasks, and cooperative learning strategies;
- Comparing/contrasting new concepts, knowledge, skills, with concepts, skills, and experiences already familiar to students;
- Engaging students in experimental inquiry, problem-solving, and investigation—all hands on methods of applying or discovering new knowledge and concepts;
- Having students set their own learning goals, develop strategies for attaining them, and monitor their own progress toward meeting those goals;
- Engaging students in meta-cognitive activities, whereby they analyze their own thought processes in approaching test questions, assignments, new information.
- Using non-linguistic ways to support comprehension of, identification with, and the retention of new concepts of knowledge, such as pictures, graphic organizers, outlines;

- Tailoring instruction to the cultural, economic, and linguistic diversity present in every classroom, recognizing and valuing differences and similarities and emphasizing the benefits of cultural pluralism.
- As part of the instructional model, incorporate the expectation for differentiating instruction in the classroom to meet individual student needs. Differentiation occurs in two important ways: differentiating the content or objective an individual student needs to learn based on where they are in the overall sequence of learning, and differentiating the type of activity or performance product the student is expected to accomplish or create. Both types of differentiation are important.

XI. **Action Steps**

In this section you detail the action steps which are going to be taken by key persons to implement the curriculum management plan (can use a Gantt chart here);

XII. **Evaluation**

Indicate how the curriculum management plan will be annually evaluated as to progress made.

XIII. **Glossary of Terms**

In this section you will define all of the major terms (ideas, concepts, processes) used in your curriculum management plan.

XIV. **References**

Using correct APA footnoting, include all of the major references (including state/federal documents) utilized in constructing the curriculum management plan.

CLASSROOM MAPPING LOG
(Record Predominant Instructional Activity)

CLRM	SUBJ	GR	TEACHER	STUDENTS	CLRM	SUBJ	GR	TEACHER	STUDENTS
1			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____	11			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____
2			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____	12			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____
3			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____	13			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____
4			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____	14			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____
5			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____	15			<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/> Seat Work <input type="checkbox"/> Lab/Hands <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Work <input type="checkbox"/> Silent Reading <input type="checkbox"/> AV <input type="checkbox"/> Presentation <input type="checkbox"/> Off Task: _____

6		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>	16		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>
7		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>	17		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>
8		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>	18		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>
9		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>	19		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>
10		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>	20		<input type="checkbox"/> At Desk <input type="checkbox"/> Direct Instr <input type="checkbox"/> Small Grp <input type="checkbox"/> Monitoring <input type="checkbox"/> Assisting <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/> Seat Work <input type="checkbox"/> On <input type="checkbox"/> Whole Group <input type="checkbox"/> Work <input type="checkbox"/> Small Group <input type="checkbox"/> Silent Reading <input type="checkbox"/> Presentation <input type="checkbox"/> AV <input type="checkbox"/> Off Task: _____	<input type="checkbox"/> Lab/Hands <input type="checkbox"/>

**Curriculum Guide Analysis
EDUC 634 2009**

To be Used to Complete Curriculum Guide Rating and Ranking Class Activity

Curriculum Guide : _____

Publication Date: _____ Discipline/Course: _____

Grades/Levels Included : _____ Number of Pages: _____

Rater : _____ Date Rated: _____

Circle one point value for each criteria group. Total the points for all groups at the bottom of the sheet.

Point Value	Criteria
	<u>Clarity and Specificity of Objectives</u>
0	No goals/objectives present
1	Vague delineation of goals/learner outcomes
2	States tasks to be performed or skills to be learned
3	States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning
	<u>Congruity of the Curriculum to the Assessment Process</u>
0	No assessment approach
1	Some approach of assessment stated
2	States skills, knowledge, concepts which will be assessed
3	Each objective is keyed to district and/or state performance assessments
	<u>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</u>
0	No mention of required skill
1	States prior general experience needed
2	States prior general experience needed in specified grade level
3	States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if PreK-12)
	<u>Delineation of the Major Instructional Tools</u>
0	No mention of textbook or instructional tools/resources
1	Names the basic text/instructional resource(s)
2	Names the basic text/instructional resource(s) and supplementary materials to be used
3	States for each objective the “match” between the basic text/instructional resource(s) and the curriculum objective
	<u>Clear Approaches for Classroom Use</u>
0	No approaches cited for classroom use
1	Overall, vague statement on approaching subject
2	Provides general suggestions on approaches
3	Provides specific examples on how to approach key concepts/skills in the classroom
_____	Total Points for Guide

Appendix A

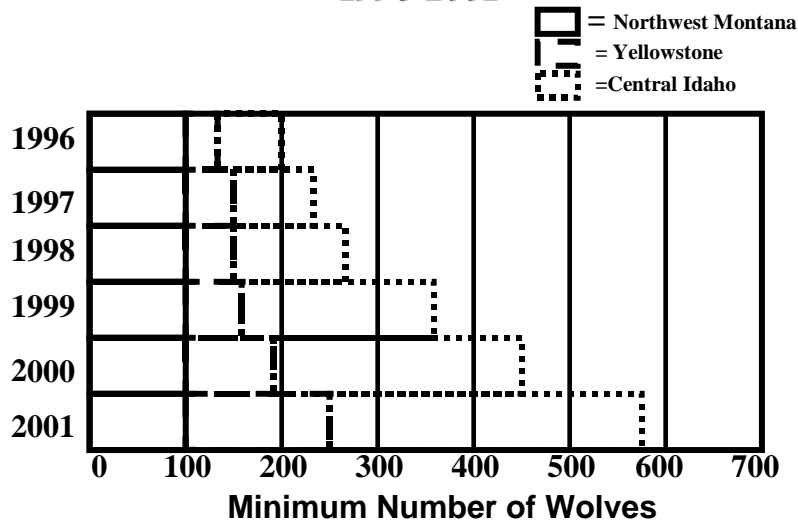
EDUC 634 -Test Item De-Construction Assignment – Spring 2009

Directions: Read the passage below and examine the table and text. This is an eighth grade test item from the state accountability test. A large number of students at your school missed this item (63%). De-construct this test item and show your work at each of three stages: (1) using the 4 cell matrix approach, show your de-construction; (2) write a parallel item that is deeper than this item but will include all of the necessary matrix cell information as a platform; (3) write out a preliminary lesson plan in which all of the matrix items will be taught in parallel fashion so that no child is surprised in the future.

THE TEST QUESTIONS YOUR STUDENTS MISSED AND THE PROBLEM

After a history of trapping and killing, the long history of wolves in the western United States had come to an end in the 1930s. In 1995 and 1996, 66 wolves from northwestern Canada were reintroduced in Yellowstone and central Idaho. Wolves are highly social animals living in packs that have a distinct hierarchy and rules. At the end of 2001, in Yellowstone, there were 131 wolves divided into ten packs. Examine the graph below regarding the total number of wolves in northwest Montana, Yellowstone, and central Idaho. Answer the questions following your review of the graph.

**Wolf Population Trends, Northern Rocky Mountain states
1996-2001**



Question 1: What was the total difference of wolves from 1996 to 2001 in the three areas shown?
(a.) 575 (b.) 225 (c.) 375 (d.) 450

Question 2: Which of the three areas had the largest number of wolves in 1999?
 (a.) Central Montana (b.) Yellowstone (c.) Central Idaho (d.) Northwest Montana

Question 3: In which year shown on the graph did the total number of wolves become more than 50% of the 2001 minimum number?
 (a.) 1999 (b.) 1996 (c.) 2001 (d.) 2000

Part 1: Your analysis of the publicly released test item

Step One: Using the de-constructive matrix to analyze a test item.
 Analyze the test item provided by using the following matrix:

Content, concepts, terms in the item the student must know	Bloom's Taxonomic Level
Test item context (format)	List of test item distractors

Step Two: Now write an alternative test item which goes deeper (promotes deep alignment)

Step Three: Now develop a lesson plan which promotes pedagogical parallelism and ensures that no child will be surprised by this publicly released test item. Be specific enough so that it is clear that no child will be surprised by the content and/or the context (no matter what context is selected)

EDUC 634 Test Item De-construction Rubric

	Exemplary (2 pts)	Proficient (1 pt)	Unsatisfactory
Analysis of the Test Item Using Matrix (30%) ELCC-3	Candidate will be able to de-construct the test item accurately using the 4-cell matrix.	Candidate is mostly able to de-construct the test item accurately using the 4-cell matrix. May miss taxonomic level somewhat.	Candidate is not able to accurately de-construct the test item. Misses many examples.
Write an alternate question (40%) ELCC-3	Candidate is able to accurately construct a deeper test item that includes all of the factors identified in the de-construction process. All factors are present: context, content, and cognitive level.	Candidate is mostly able to accurately construct a deeper test item that includes most of the factors identified correctly in the de-construction process. Most of the factors are present: context, content, and cognitive level.	Candidate is not able to accurately construct a deeper test item that includes all of the factors identified in the de-construction process. Some of the factors required (context, content, and cognitive level) are missing.
Parallel test item that is deeper and includes content (30%) ISLLC-3	Candidate is able to sketch out accurately a lesson plan showing how all of the items in the deeper parallel item will be taught. All factors are present: context, content, and cognitive level.	Candidate is mostly able to sketch out a lesson plan showing how the items in the deeper parallel level will be taught. While all factors are present, some are not set forth in great detail.	Candidate is not able to sketch out a sample lesson plan in which a deeper constructed test item is included in the classroom. The factors of context, content, and cognitive level are not present or are not identified in the plan.

Standards

ELCC.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.