



*Leadership for Diverse Communities*  
*Our mission is to prepare credible and*  
*relevant leaders in education.*

Syllabus for  
**EAD 272 Seminar in Advanced Curriculum  
Evaluation and Development**

### **Course Description**

In this course, the candidate will develop understanding of relevant theory and practice for the design, delivery, and assessment of curriculum at the classroom, school, and district level.

<b>EAD 272 Seminar in Advanced Curriculum Evaluation and Development</b>	
Spring 2007	California State University, Fresno
Education Administration Program	Department of Educational Research and Administration
3 units	Room 174
Tuesday, 7:00 p.m. to 10:00 p.m.	Office hours by appointment
Dr. Virginia Boris	<a href="mailto:vrb01@cvip.net">vrb01@cvip.net</a>
559-327-9350	

### **Prerequisites**

The prerequisites for this course are admission to the Education Administration Program and the following courses: ERF288 and EAD261. This course is taken concurrently with EAD 262 and EAD 267 Administrative Fieldwork I.

### **Dispositions**

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning*. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

### **Primary Learning Outcomes**

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

6(b)(1) The program provides an opportunity for the candidate to apply learning, curricular, and instructional theory to the design, implementation and evaluation of

standards-based instruction and assessment programs and lead in the improvement of those programs.

- 6(b)(3) The program provides an opportunity for the candidate to study and apply their knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.
- 6(b)(4) The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, and evaluate strategies to improve student achievement.
- 6(c)(5) The program provides an opportunity for the candidate to learn how to set short and long-term goals, particularly with respect to cooperatively developing a site-based plan that is effectively aligned with state and district requirements and systematically links resources to the goals and objectives.
- 10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.
- 11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.
- 11(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
- 11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

## Required Texts and Instructional Materials

Boris, Virginia (2005). *Vocabulary for High Stakes Testing*. Johnston City, Iowa: Curriculum Management Services, Inc.

Downey, Carolyn (2004). *Examining Student Work*. Johnston City, Iowa: Curriculum Management Services, Inc.

Downey, Carolyn (2004). *The Three-Minute Classroom Walk-Through: Changing Classroom Supervision One Teacher at a Time*. Thousand Oaks: Corwin Press.

Marzano, Robert; Pickering, Debra and Pollock, Jane (2001). *Classroom Instruction That Works*. Alexandria, Virginia: ASCD.

Additional materials will be available on the Blackboard system for the course. It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week, preferably several days before the class, during the entire semester.

## Examinations and Major Assignments

The following are the requirements for completion of this course. Examples of major assignments will be provided when available.

- Working in teams of two, candidates will design a formative assessment for use by classroom teachers in a standards-centered classroom. The core curriculum formative

assessment will have 15 items, all multiple choice, aligned with California's Content Area Standards. (CTC 11.a; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)

- Candidates will participate a school-wide Classroom Walk Through as evidenced by the raw walk-through data cards, a one page overview of critical findings, and a set of five reflective questions.
- Candidates will evaluate five curriculum guides in a group exercise and submit their findings. Each candidate will submit an in-class reflection and evaluation of the exercise. (CTC 6.b.1, 11.h, 11.i; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)
- Candidates will work in groups to design a standards-based curriculum guide aligned with the California State Content Standards in one of two core areas—English language arts or mathematics. Each student will be asked to complete an in-class reflection and evaluation of the exercise. (CTC 6.b.1, 6.b.4, 6.c.5, 11.h, 11.i, 14.i; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)
- Groups of three candidates will work together to craft a 30-minute presentation based on a chapter from *Classroom Instruction That Works* or a similar related text. Each team will provide a handout not to exceed two pages. Each team member will submit a one-page independent reflection connecting the chapter topic, California's State Standards, curriculum alignment and school leadership and will include knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff. The presentation will be evaluated by classmates according to a rubric designed by the class. (CTC 6.b.3, 10.f, 11.a, 11.i; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)

## Grading

Grading will be as follows:

A (100 - 90%) = Outstanding achievement; exceeds expectations

B (89 - 80%) = Graduate quality; meets expectations

C (79 - 70%) = Below expectations

F (69 - 0%) = Does not meet program requirements

## Course Policies & Safety Issues

**Subject to Change:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**Copyright:** You will be provided with digital and/or print materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work, unless you are informed to the contrary.

## University Policies

**Policy on Students with Disabilities.** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Policy on Cheating and Plagiarism.** Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

**Computers.** At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. Please see the instructor if you have questions about this policy.

### Tentative Course Schedule

Session 1 January 23	Introduction and overview of the course	
Session 2 January 30	Standards-Centered Instruction: Vocabulary Standards	
Session 3 February 6	Standards-Centered Instruction: Vocabulary Standards  Standards-Centered Instruction: Examining Student Work	<i>Homework Due: Vocabulary Assignment One</i>
Session 4 February 13	Standards-Centered Instruction: Examining Student Work  Preparation for Group Presentations	<i>Homework Due: Vocabulary Assignment Two Examining Student Work One</i>
Session 5 February 20	Standards-Centered Instruction: Examining Student Work	<i>Homework Due: Examining Student Work Two  Chapter 2 Group Presentation</i>
Session 6 February 27	QUIZ: <i>Vocabulary &amp; Examining Student Work</i>  Focusing the Curriculum: The Written Curriculum Evaluating a Curriculum Guide	<i>Chapter 3 Group Presentation</i>
Session 6	Writing a Curriculum Guide	<i>Homework: Evaluation of</i>

March 6		<i>Curriculum Guides</i> Chapter 4 Group Presentation
Session 7 March 13	Classroom Walk Through	Chapter 5 Group Presentation
Session 8 March 20	Classroom Walk Through	Chapter 6 Group Presentation
Session 9 March 27	The Assessed Curriculum	Chapter 7 Group Presentation
Session 10 April 3	The Assessed Curriculum	Chapter 8 Group Presentation
Session 11 April 10	Independent Work on Curriculum Guide and Formative Assessment	Chapter 9: Group Presentation
Session 12 April 17	Independent Work on Curriculum Guide and Formative Assessment	
Session 13 April 24	Principals' Leadership Panel	<i>Reading Comprehension Assignment Due</i>
Session 14 May 1	Curriculum Guide and Formative Assessment Due	<i>Curriculum Guide Due</i>
Session 15 May 8	Written Final Examination	<i>Final Examination Due</i>