California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

Syllabus for EAD 272 Seminar in Advanced Curriculum Design and Development
4 units

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

Course Catalog Description

Provide leadership for student learning for all students through relevant curriculum theory, by using data and technology; learn to lead the design, development and assessment of curriculum; use the influence of diversity to improve teaching and learning. Embedded fieldwork included.

Course Description

This course is a foundational course in curriculum design and development in that it teaches leaders what they should be seeing related to planning curriculum, delivery of curriculum, and assessment of learning as well as how to provide leadership about what to do when student's are not learning**.** The framework for this course is that the written (curriculum), taught (instruction) and tested (assessment) curriculum is aligned. The underlying premise of the course is that in understanding leadership through a curriculum perspective, leaders would be focusing on the concept that all students will master grade level standards; teaching strategies and learning-related actions are progressive rather than remedial in nature.

Specifically, the course teaches leaders how to lead the school in matters of curriculum addressing the following four questions:

- ✓ What is it we expect students to learn?
- ✓ How will we know when students have learned it?
- ✓ How will we respond when students don't learn?
- ✓ How will we respond when students already know it?

Class Information

Date and Time	Classroom number
Instructor	Instructor Email
Instructor Phone #	Office hours:

Prerequisites

The prerequisite for this course is EAD 261.

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 learning outcomes for the course are derived from the 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):

1. The candidate will be able to recognize the state-adopted academic content standards for students in curriculum and in teaching strategies. 3(a)

2. The candidate will be able to examine his/her own leadership practices and through reflection, analysis, and discussion of these practices be able to make informed decisions about teaching, learning and instructional leadership. 3I

3. The candidate will understand how to recognize students' specific learning needs and will be able to develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum. 4(g)

4. The candidate will understand and be able to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs that leads to the improvement of those programs. 6(b1)

5. The candidate will be able to recognize diverse learning styles and provide leadership for differentiated instruction strategies that address the needs of all learners and staff. 6(b3)

6. The candidate will be able to use data, including the use of technological applications, to develop, manage, and evaluate strategies to improve student achievement. 6(b4)

7. The candidate will understand how to use the influence of diversity to improve teaching and learning. 10(f)

8. The candidate will develop the knowledge and skill to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning. 11(h)

9. The candidate will develop the knowledge and skills to be able to coordinate the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and will be able to lead the continual development and improvement of those programs. 11(i)

10. The candidate demonstrates knowledge of the curriculum and the skill to integrate and articulate programs throughout the grades and to multiple audiences in the school and community.14 (i) and 6(e3)

Required Texts and Instructional Materials

Required Texts

Hollingsworth, John & Ybarra, Silvia (2009). *Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-Taught Lesson*. A Joint Publication: Corwin Press and DataWorks Educational Research.

Jackson, Robyn (2009). *Never Work Harder Than Your Students & Other Principles of Great Teaching*. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD).

Marzano, Robert (2003). *What Works in Schools: Translating Research into Action*. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD).

Rutherford, Paula (2005). *Leading the Learning: A Field Guide for Supervision and Evaluation* (bound version). Just ASK Publications.

Note: These books will be not only be used in this course, but will be used as reference and resource materials in other courses.

Instructional Materials
Curriculum Frameworks in Reading & Language Arts and Mathematics
(Hard copy or electronic copy). These can be obtained a number of different ways:
♦ Download and print from the CDE website
♦ Download and save for electronic access from the CDE website
♦ Order copies from the CDE website
♦ Obtain copies from your school site if available
CDE website: www.cde.ca.gov under Standards & Frameworks.
You need to have access to the frameworks during class as well as outside of class. If you bring a computer to class, then an electronic version for access is fine.

Content Standards: Reading & Language Arts and Mathematics:
The content standards can also be obtained a number of different ways:
♦ Download and print from the CDE website (under Standards & Frameworks)
♦ *Down load and print from the DataWorks website (*www.dataworks-ed.com)
♦ Click on Step-Up Academy and then Click on Resources For all strands for single grade on one-page click on *CA Grade Standards* and for each strand presented horizontally across grade levels K-5, 6-8, 9-12 click on *CA Horizontal Strand*

Additional materials will be available on the electronic Blackboard system for the course. It is a course expectation 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.

Signature Assignments
There are 3 Signature Assignments for this course: Academic Scrapbook; Classroom Learning Walks; and Formative Assessment Matrix. The templates and requirements for each of those assignments are included at the end of this syllabus.

Embedded Fieldwork Assignments
This course includes Embedded Fieldwork Components based on CCTC and ISLLC Standards. Work in collaborative groups for approximately 15 – 20 hours at a school site will be part of this course. Embedded Fieldwork assignments include Design a Faculty In-service; Site Leader Interview and Write-up: Guaranteed and Viable Curriculum; and Classroom Learning Walks, Analysis and Write-Up are included at the end of this syllabus.

Other Assignments
As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor

will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

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

Evaluation of student learning is based on the following:

Signature Assignments…….………………….……………….(Total) 130 points
♦ Academic Scrapbook (60 points)
♦ Classroom Learning Walks (40 points)
♦ Formative Assessment Matrix (30 points)

Embedded Fieldwork……………………….………………..……(Total) 80 points
♦ Design Faculty In-service (40 points)
♦ Site Leader Interview & Write-Up: Guaranteed, Viable Curriculum (40 points)
♦ Classroom Learning Walks (see Signature Assignments)

Other Assignments………………….………….…………………..(Total) 90 points
♦ Accountable Reading (35 points)
♦ Course Learning Portfolio (20 points)
♦ Seminar Reflections/Snapshot Update (35 points)

Course Total: 300 points

♦ The candidate must earn a grade of "A" or "B" on each Signature and Embedded Fieldwork Assignment to earn a grade of "B" (Graduate quality; meets expectations) or better in the course. *Candidates should re-do and re-submit any Signature and/or Embedded Fieldwork Assignment earning lower than a "B". Candidates may re-do and re-submit Other Assignments earning lower than a "B".*

♦   Should a candidate choose not to redo and resubmit a Signature and/or an Embedded Fieldwork Assignment to earn a final course grade of "B" or better, the candidate will earn a final course grade of "C" (Below expectations) unless the average score for all assignments equates to a grade below 70% (Does not meet program expectations = "F").

♦   Since much of the work and activities of the class meetings depend on the interaction of students and the faculty leader, attendance is expected at all class meetings. Emergencies and unusual situations that could possibly cause an absence should be discussed in advance with the instructor and a make-up assignment is required. A final course grade of "B" is the highest grade attainable if absences exceed 6 hours.

University Policies and Regulations

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).

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. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." 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 Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**

Course Schedule

Class Sessions	Seminar Content Focus	Homework/Actions: Outside Class Sessions
Session 1	✓ Course Introduction ✓ Seminar Expectations and Syllabus ✓ Develop Seminar Norms ✓ Values/Beliefs: Curriculum, Instruction and Assessment must be. . .	♦ Read Chapters 1-3 (Marzano) and complete written reading response & Ch. 3 graphic organizer ♦ Complete Snapshot Survey/School Effectiveness Factors (Items 1-5) ♦ Seminar Written Reflection and Activity/Process Assessment ♦ Print Grade Specific English-Language Arts Blueprints and CST Released Questions ♦ Bring 2 binders (1.5"-2"), 2 glue sticks, a pair of scissors, grade specific blueprints and CST released items (include a three-hole punch if available)
Session 2	✓ The Importance of Thinking and Acting Like a System— Barbell Factory ✓ Aligned Curriculum System ✓ Guaranteed & Viable Curriculum ✓ Snapshot Survey: Data to Information ✓ Intro Academic Scrapbook	♦ Read Ch. 2 (Jackson)/Blackboard Readings and written reading response ♦ Seminar Written Reflection and Activity/Process Assessment • Complete basic Scrapbook by Sept. 13/Academic Scrapbook Signature Assignment Nov. 22
Session 3	✓ Leading through the Academic Scrapbook ✓ Deconstructing Standards ♦ Guaranteed & Viable Curriculum	♦ Seminar Written Reflection and Activity/Process Assessment ♦ Blackboard Readings and complete written reading response
Session 4	✓ Analyzing Student Assignments/Work: Content, Context and Cognitive Type	♦ Read Ch. 4 (Marzano) & Ch. 5 (Jackson) and complete written reading response and Snapshot Survey/School Effectiveness Factors (Items 6-9) ♦ Seminar Written Reflection and Activity/Process Assessment • Embedded Fieldwork: Site Leader Interview–Guaranteed and Viable Curriculum due Nov. 8
Session 5	♦ Challenging Goals and Effective Feedback ♦ Assessment of and for learning ♦ Assessment Data to Information to Guide Instructional Decisions	♦ Read Chapter 7 (Marzano) & Blackboard Readings and complete written reading response ♦ One Seminar Written Reflection and Activity/Process Assessment for

	◆ Analyzing Student Assignments ◆ Intro Professional Learning Communities (PLC)	Sessions 5 & 6 ➤ Signature Assignment: Formative Assessment Matrix due Nov. 15
Session 6	✓ PLC-Student ACSA Sponsors: Mr. Marc Johnson, Superintendent of Sanger Unified to Share the District Journey–PLC Development Location: Rio Vista Middle School, Central Unified 4:00 Class Meets 5:00 – 7:00 Presentation	◆ One Seminar Written Reflection and Activity/Process Assessment for Sessions 5 & 6
Session 7	1. PLC ◆ Assessment Data to Information to Guide Instructional Decisions ◆ Formative Assessment ◆ Analyzing Student Assignments	◆ Seminar Written Reflection and Activity/Process Assessment ◆ Read Marzano Teacher Level Factors: Chapters 8-11 and written reading response ◆ Topic/Chapter designated reading: Well-Crafted, Well-Taught Lesson and design process activity for Oct. 18 & 25
Session 8	2. Elements of Effective Lesson Design 3. Effective Instruction 4. 3 Phase Model/Direct Instruction Model/Explicit Direct Instruction	◆ Seminar Written Reflection and Activity/Process Assessment ◆ Read Student Level Factors: 12-15 (Marzano) and written reading response due Nov. 22 ◆ Read Implementation: 16-18 (Marzano) and written reading response due Dec. 6
Session 9	✓ Well-Crafted, Well-Taught Lessons: Process Activities ✓ Classroom Learning Walks ✓ Analyzing Student Assignments	◆ Seminar Written Reflection and Activity/Process Assessment ➤ Signature/Embedded Fieldwork Assignment: Classroom Learning Walks due December 6
Session 10	✓ Well-Crafted, Well-Taught Lessons: Process Activities ✓ Classroom Learning Walks ✓ Analyzing Student Assignments	◆ Seminar Written Reflection and Activity/Process Assessment
Session 11	5. Effective Lesson Design & Delivery ➤ Mastery Principles and Developing and Leading a Master Teacher Mindset	◆ Seminar Written Reflection and Activity/Process Assessment I. Embedded Fieldwork: Interview and Write-up–Guaranteed and Viable Curriculum due Nov. 8
Session 12	➤ Mastery Principles and Developing and Leading a Master Teacher Mindset	◆ Seminar Written Reflection and Activity/Process Assessment

	✓ Embedded Fieldwork: Interview and Write-up–Guaranteed and Viable Curriculum due	✓ Faculty In-service Presentations and Work Products due Nov. 15
Session 13	➢ Faculty In-service Presentations ✓ Embedded Fieldwork: Faculty-In-service Work Products due ✓ Signature Assignment: Formative Assessment due	♦ Seminar Written Reflection and Activity/Process Assessment ✓ Faculty In-service Presentations and Work Products due Nov. 22
Session 14	➢ Faculty In-service Presentations ✓ Embedded Fieldwork: Faculty-In-service Work Products due ✓ Signature Assignment: Academic Scrapbook due	♦ Seminar Written Reflection and Activity/Process Assessment Due Dec. 6 ✓ Signature/Embedded Fieldwork Assignment: Learning Walks ✓ PLC Signature/Embedded Fieldwork Assignment ✓ Portfolio Review ✓ Accountable Reading
Session 15	➢ Aligned Curriculum System-- Putting It All Together ✓ Signature/Embedded Fieldwork Assignment: Classroom Learning Walks due ✓ PLC Signature/Embedded Fieldwork Assignment due ✓ Portfolio Review ✓ Accountable Reading due	➢ Reflection and Preparation: Outcomes Assessment and Course Reflection
Final Session December 13	✓ Outcomes Assessment of Signature and Embedded Fieldwork Assignments ✓ Course Reflection ✓ Course Evaluation	**Congratulations and Happy Holidays!**

Each candidate is expected to participate in at least one instructor-guided on-site Classroom Learning Walk Session during the course. Dates for on-site classroom learning walk sessions are being arranged.

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 272: Seminar in Advanced Curriculum Design and Development
Signature Assignment 1: Academic Scrapbook

Purpose
The purpose of this signature assignment is to develop and deepen the knowledge and skill of future site and curriculum leaders in curriculum alignment.

Context

    Aligned Curriculum Systems
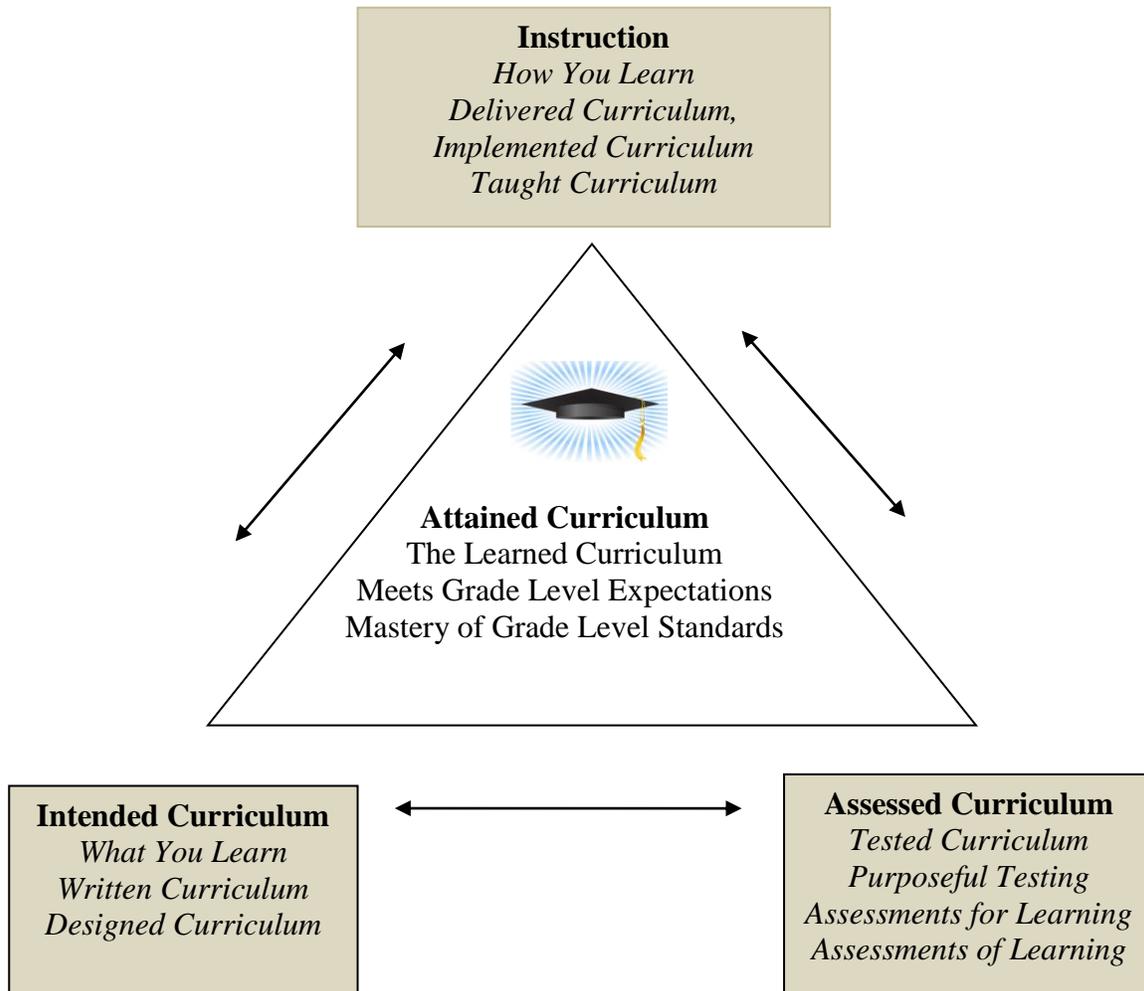
Instruction
How You Learn
Delivered Curriculum,
Implemented Curriculum
Taught Curriculum

Attained Curriculum
The Learned Curriculum
Meets Grade Level Expectations
Mastery of Grade Level Standards

Intended Curriculum
What You Learn
Written Curriculum
Designed Curriculum

Assessed Curriculum
Tested Curriculum
Purposeful Testing
Assessments for Learning
Assessments of Learning

The Aligned Curriculum Systems Model maintains that student achievement is optimized when the *written (intended) curriculum*, *taught (implemented) curriculum* and *tested (assessed) curriculum* are aligned in content, context, cognition and rigor. Building an instructional system grounded in this model is a key responsibility of site and district instructional leaders.

Creating the basic scrapbook provides instructional leaders an opportunity to actively engage in aligning the *written curriculum* and *tested curriculum* and the challenges associated with creating an aligned system. In addition, this activity is the prototype for a powerful teacher workshop.

Using the scrapbook as a guide for developing deeply aligned instruction is an equally powerful grounding for future leadership roles. The written curriculum (the standards) and the tested curriculum (assessment) are the bookends for effective teaching. A deep analysis of the standards and how those standards are measured, provide critical information for teachers regarding lesson content and focus. In this activity, future instructional leaders will use the information from a given standard and released test items to guide the development of lesson vocabulary, concept knowledge, procedural knowledge, response frames, lesson design elements and selection of guided practice, independent practice, homework and formative assessments.

Outcomes
- Create a basic Academic Scrapbook for one grade level of English Language Arts Content Standards assessed through California's STAR, grades 2 – 11.
- Experience the Academic Scrapbook process and reflect on how the process engages classroom teachers and curriculum leaders in developing a deeper understanding of the focus and rigor of specific grade level/course standards.
- Reflect on how to apply the Academic Scrapbook process in current or future instructional leadership roles.
- Working as a pair, candidates select one ELA Writing Strategies standard and:
  o Design a vocabulary list including high frequency assessment words, high frequency academic vocabulary words and significant content words.
  o Design question and response sentence frames for use during teacher-led classroom instruction and oral discussion related to the standard.
  o Compile a list of at least four textbook-based, supplemental or on-line resources available at the candidate's school site that teachers could use for the teaching and learning of the selected standard.
  o Design a five item formative assessment for the selected standard
  o Develop one direct instruction lesson, including the critical elements of the lesson design.
- Reflect on your knowledge and use of an Academic Scrapbook to accelerate student learning, write an individual two to three-page reflection addressing the following areas:
  o What is the value of the Academic Scrapbooking process?
  o What were the candidate's (your) significant learnings and key insights?
  o How might a teacher, site or district leader use Academic Scrapbooking process to improve student achievement in their school?

Supplies
A 2-inch binder, scissors, 5 to 7 different colors of standard bond paper, glue, one copy of the CST STAR Blueprint for the selected ELA grade level, one copy of the CST STAR Released Test Items for the selected ELA grade level, a hole punch OR plastic page protectors (approximately 50).

Academic Profile for Standard_____

Strand/Cluster:

Write the standard:

Attach a copy of your scrapbook page(s) of released questions.

Vocabulary Words

High Utility Academic Vocabulary Words	High Stakes Assessment (CST/STAR) Words	Critical Content/Concept Vocabulary

Reflection: State your most important/significant insights and learning as a result of this activity/process. Explain why this information, insight and/or learning will be important to you as a leader?

Question and Response Frames

Academic Profile for Standard_____
Strand/Cluster:
Write the standard:

Example for Grade Six, ELA Standard 6WS1.2.2
Note: Actual frames are in bold type.

Question	Response
(Given an example draft of student work) ➢ **Write a sentence that the student could add at the end of the first paragraph?** (Given a draft of student work and four sentence choices) ➢ **Which sentence could the student add at the end of the first paragraph?**	➢ **The student could add this sentence at the end of the first paragraph**: (student states sentence) ➢ **The student should add choice _____ at the end of the first paragraph because _____.**

Question/Response Frames
Write at least three question/response frames for this standard.

Question	(Student) Response Frame

Reflection: State your most important/significant insights and learning as a result of this activity/process. Explain why this information, insight and/or learning will be important to you as a leader?

Standard-Specific Mini-Formative Assessment

Academic Profile for Standard_____
Strand/Cluster:
Write the standard:

Design a five item multiple-choice formative assessment for the selected standard. *Designate the correct answer for each item.*

Reflection: State your most important/significant insights and learning as a result of this activity/process. Explain why this information, insight and/or learning will be important to you as a leader?

Explicit Direct Instruction: Lesson Design Template

Academic Profile for State Content Standard_____
Write State Content Standard:

Strand:

Describe the Independent Practice:

Explicit Direct Instruction: Lesson Design Template

LEARNING OBJECTIVE	
Learning Objective	
CFU Strategy/Questions	
ACTIVATE (or provide) PRIOR KNOWLEDGE	
Prior Knowledge	
CFU Strategy/Questions	
CONCEPT DEVELOPMENT	
Critical Concept Statement(s)	
Examples	
Non-Examples	
CFU Strategy/Questions	
IMPORTANCE	
Importance	
CFU Strategy/Questions	
SKILL DEVELOPMENT AND GUIDED PRACTICE	
Skill	
Guided Practice	
CFU Strategy/Questions	
Closure and After Closure: Independent Practice/In-Class Interventions	
Closure	
Independent Work	
Homework	

Resources
Compile a list of at least four textbook-based, supplemental or on-line resources available at the candidate's school site that teachers could use for the teaching and learning of the selected standard.

Academic Scrapbook
Comprehensive Assignment Reflection

Reflect on your knowledge and use of an Academic Scrapbook to accelerate student learning, write a two to three-page reflection addressing the following areas:
1) What is the value of the Academic Scrapbooking process?
2) What were the candidate's (your) significant learnings and key insights?
3) How might a teacher, site or district leader use the Academic Scrapbooking process to improve student achievement in their school?

Academic Scrapbook Scoring Rubric

Assignment Element	Rating			
	Below Standard 1	Basic 2	Proficient 3	Exceptional 4
Create a basic Academic Scrapbook	Scrapbook fails to include all standards and/or assessment items.	Scrapbook is a basic folder of materials.	Scrapbook is organized for high utility: a 2 inch binder with strand dividers , materials in plastic liners and appropriate use of color by strand	Scrapbook is organized for high utility: a 2 inch binder with strand dividers , materials in plastic liners and appropriate use of color by strand AND Sample elements are included with the designated Writing Strategy standard.
Writing Strategy Elements: vocabulary, frames, resources, assessment	Not all core elements are included.	Vocabulary list, frames, a resource list and one set of five assessment items are submitted	1) Vocabulary list is complete 2) At least two question and response frames are provided 3) The title or description of four resources are provided 4) Five assessment items are provided	1) Elements exceed the "proficient" level as described below: 2) Vocabulary list is complete and appropriately sorted. 3) More than two questions and response frames 4) Copies of the four resources are provided 5) Five assessment items are multiple choice and have appropriate rigor
Direct Instruction Presentation	DI Lesson Design graphic organizer is incomplete	DI Lesson Design is complete	Lesson reflects depth of thought including selection of vocabulary words, CFU questions/discussion and concept development.	Lesson reflects depth of thought including selection of vocabulary words, CFU questions/discussion and concept development; All lesson elements are included
Reflection	Paper is fails to meet minimum expectation for length or topics	Paper is 2 – 3 pages in length; all basic topics are addressed	Paper is 2 – 3 pages in length fully addressing what the student learned, the value of the scrapbook and use.	Paper is 2 – 3 pages in length fully addressing what the student learned, the value of the scrapbook and use; analysis reflects leadership point of view

Project Grade:

Project Element	Percent Factor	Weighting Calculation	
Scrapbook	10%	1 x Rubric Score	

SAMPLE Academic Scrapbook Signature Assignment
Scoring and Feedback Sheet

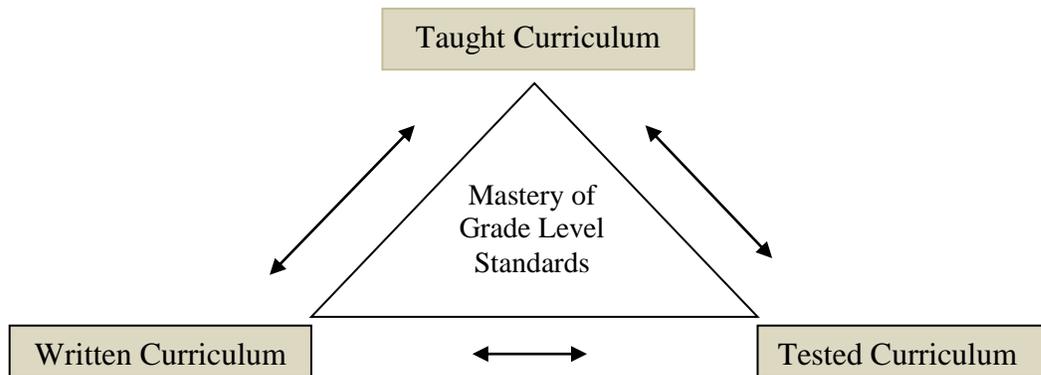| Components/Criteria	Score	
	Possible (60)	**Earned**
1. **Basic Academic Scrapbook:** Organized for high utility and followed design specifications.	14	
2. **Standards-Based Vocabulary List (High Utility Words, High Stakes Assessment Words and Content Words for Reading Comprehension & Writing Strategies) and Leadership Reflection:** ♦ Vocabulary list is complete and appropriately sorted ♦ Reflection stated the most important/significant insights and learning as a result of this assignment and a thoughtful explanation as to why this information, insight and/or learning will be important to you as a leader ♦ Attached copies of standards pages (content and context)	8	
3. **Question and Response Frames and Leadership Reflection (one standard)** ♦ Three or more question and response frames (with student rationale) designed in alignment with content and context of the selected standard ♦ Reflection stated the most important/significant insights and learning as a result of this assignment and a thoughtful explanation as to why this information, insight and/or learning will be important to you as a leader ♦ Attached copies of selected standard pages (content and context)	8	
4. **Five Item Assessment (multiple choice/one standard) & Leadership Reflection** ♦ Designed a five item multiple choice assessment at the appropriate rigor for one selected standard ♦ Reflection stated the most important/significant insights and learning as a result of this assignment and a thoughtful explanation as to why this information, insight and/or learning will be important to you as a leader ♦ Attached copies of selected standard pages (content and context)	8	
5. **EDI Lesson, Resource List and Reflection** ♦ Direct instruction lesson reflects depth of thought and includes critical lesson elements aligned to the selected standard ♦ Resource list is aligned to support the selected standard and includes at least four resources ♦ Reflection stated the most important/significant insights and learning as a result of this assignment and a thoughtful explanation as to why this information, insight and/or learning will be important to you as a leader ♦ Attached copies of selected standard pages (content and context)	10	
6. **Comprehensive Academic Scrapbook Process Reflection** ♦ Two to three-page reflection thoroughly addresses the value of the Academic Scrapbooking process; the candidate's significant learnings and key insights; and the ways teachers, site or district leaders could use the Academic Scrapbooking process to improve student achievement in their school.	12	
Comments:	Overall Score	

EAD 272: Seminar in Advanced Curriculum Design and Development
Signature Assignment 2: Classroom Learning Walks
(Embedded Fieldwork)

Purpose
The purpose of this assignment is to develop the candidate's knowledge and skill in the collection and use of classroom learning walk data to improve teacher practice and accelerate student learning.

Context

Aligned Curriculum Systems

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                    ┌─────────────────────┐
                    │  Taught Curriculum  │
                    └─────────────────────┘

                         Mastery of
                         Grade Level
                          Standards

┌───────────────────┐                      ┌───────────────────┐
│ Written Curriculum│  ←──────→            │ Tested Curriculum │
└───────────────────┘                      └───────────────────┘
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The Aligned Curriculum Systems Model maintains that student achievement is optimized when the *written (intended) curriculum*, *taught (implemented) curriculum* and *tested (assessed) curriculum* are aligned in content, context, cognition and rigor. Building an instructional system grounded in this model is a key responsibility of site and district instructional leaders.

Classroom learning walks focus on the instructional phase, the taught curriculum, of the Aligned Curriculum Systems Model. There are many reasons for classroom visits and approaches using a more informal "drop-in" process. In this course, the learning walk will focus on elements of effective instruction and feedback to inform leadership efforts to improve grade-level and school-wide instruction. In subsequent classes, students will focus on the use of classroom walk-through techniques to coach individual teachers.

Outcomes
➢ Participate in instructor-guided classroom learning walks at two levels, one at the elementary level and one at the secondary level (visiting at least 6 classrooms at each level).

➢ Gather specific data relative to elements of effective design and delivery: learning objective (that posted, that being taught and student practice), alignment of learning objective to grade level/course standard, identify check for understanding strategies, student engagement, teacher activity, and any site-specific instructional strategies.

➢ Develop data charts for each level and report the data from the learning walks.

➢ Analyze the gathered data, compare to what the candidate knows about effective instruction, and discuss how the data collected could be used to improve and accelerate student learning. If you were the instructional leader at each of these sites, discuss how you would share the information and the actions you would take.

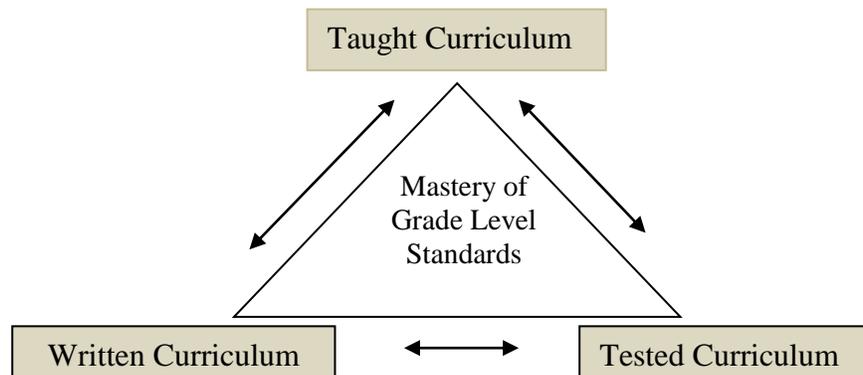**EAD 272: Seminar in Advanced Curriculum Design and Development**
Signature Assignment 3: Formative Assessment Matrix

Purpose
The purpose of this signature assignment is to develop and deepen the knowledge and skill of future site and curriculum leaders in the role formative assessment data to guide instructional decision-making and support the learning of ALL students.

Context

Aligned Curriculum Systems

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                    ┌─────────────────────┐
                    │  Taught Curriculum  │
                    └─────────────────────┘
                           ╱      ╲
                          ╱ Mastery of ╲
                         ╱  Grade Level  ╲
                        ╱   Standards     ╲
        ┌─────────────────────┐    ┌─────────────────────┐
        │ Written Curriculum  │◄──►│  Tested Curriculum  │
        └─────────────────────┘    └─────────────────────┘
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The Aligned Curriculum Systems Model maintains that student achievement is optimized when the *written (intended) curriculum*, *taught (implemented) curriculum* and *tested (assessed) curriculum* are aligned in content, context, cognition and rigor. Building an instructional system grounded in this model is a key responsibility of site and district instructional leaders.

The tested curriculum is broader than the high stakes state-mandated assessments (i.e. STAR or CAHSEE). The tested curriculum includes an array of informal and formal assessments, many of these instruments designed by individual teachers or grade level/course teams (i.e. professional learning communities, accountable communities or instructional leadership teams). At the classroom level, teachers may develop and use a variety of informal assessments or quizzes to monitor students' mastery of the new learning. At the grade level/course team level, common formative assessments generate data that are shared among team members. Data is transformed into information and knowledge through team dialogue. Their analysis generates an action plan, guides intervention and guides new SMART goals oriented to more students' mastery of grade level standards.

Effective instructional leaders understand the complexities and power of comprehensive systems of informal and formal formative assessment. The purpose of this assignment is to enrich the analytical skills of future leaders relative to site-specific formative assessment.

Outcomes
As a result of this assignment, candidates will develop the knowledge and skill to:
♦ Inventory formative assessment practices for a given school site.
♦ Organize formative assessment profile into a matrix or data graphic, including subject areas, grade level/course and frequency of administration
♦ Read a formative assessment data matrix and make observations about the data.
♦ Analyze formative assessment data and discuss in a narrative.

- ♦ Use formative assessment information and analysis to develop a recommendation for improving formative assessment practices in a manner that will improve teachers' instruction and students' learning.
- ♦ Align analysis with STAR Test data.

EAD 272: Seminar in Advanced Curriculum Design and Development
Embedded Fieldwork Assignments

♦ **Embedded Fieldwork Assignment 1: Site Leader Interview Regarding Guaranteed and Viable Curriculum**
Time: 4 hours
Final Product: Interview protocol data sheet and related artifacts; Analytical essay

Interview a site administrator regarding their understanding and implementation of Marzano's guaranteed viable curriculum. Your instructor will provide an interview protocol including a common set of questions that will be posed by all students. Collect artifacts as appropriate. Write a summary of what you learned and what leadership actions you would recommend to deepen the effective implementation of a guaranteed, viable curriculum.

♦ **Embedded Fieldwork Assignment 2: Classroom Learning Walks**
Time: 10 hours
Product: Walk through observation forms tabulating aspects of quality lesson design/delivery and written data presentation and analysis.

As a signature, embedded fieldwork assignment, candidates will participate in classroom learning walks at two levels, elementary and secondary. Candidates will gather learning walk data using instructor provided form and provide a written data presentation, analysis of findings and leadership actions/next steps.

♦ **Embedded Fieldwork Assignment 3: Design a Faculty In-Service**
Time: 6 hours
Final Product: PowerPoint and handouts for faculty in-service and Presentation

Working in teams of two, design a faculty in-service addressing one of the topics provided by your instructor. Topics will be drawn from course textbooks. Include in your presentation what all learners (audience) will be expected to know and do and site implementation plan. Follow the template provided for quality staff development presentation. Present your final product to an audience.

EAD 272: Embedded Fieldwork Assignment 1
Site Leader's Interview Regarding Guaranteed and Viable Curriculum
Final Product: Analytical Essay/Executive Summary and Appendix (Completed interview protocol data sheets and related artifacts

Assignment

Interview a site administrator regarding their understanding and implementation of Marzano's guaranteed and viable curriculum. Your instructor will provide an interview protocol including a common set of questions that will be posed by all students. Collect artifacts as appropriate. Write a summary of what you learned and what leadership actions you would recommend to deepen the effective implementation of a guaranteed, and viable curriculum.

Project Directions

1. Establish an interview with a site administrator (principal, vice principal, learning director or GIS). You will need AT least 30 minutes with the administrator and, if their schedule permits, make a one hour appointment.

2. When you begin your interview, explain to the site administrator that you will ask him/her to respond to six statements about the school's curriculum.

3. For each statement, a separate response sheet is provided. First, ask the site administrator to give a rating response to the statement and the interviewer will enter the rating on the form. Secondly, ask the site administrator to describe what leader actions/behaviors and/or teacher action/behaviors support or evidence the statement. Record qualitative responses in the graphic organizer below the rating scale. Finally, ask the site administrator what written documents, if any, evidence or demonstrate the given statement. Write the title of the documents at the bottom of the form and obtain a copy of identified documents to include in the appendix of the project.

4. You will pose five questions to the administrator for each of the six statements.

5. Complete each prompt sheet:
   a. Enter your name in the header
   b. Complete the subject profile on the top of each sheet
   c. Read the statement to the administrator and ask the interviewee to rate, on a scale of 1 to 4, to what extent the statement aligns with practices at their school site.
   d. If the administrator's rating is 2, 3 or 4, ask the interviewee to give a brief description/examples of leader behaviors/actions that support/produced this rating.
   e. If the administrator's rating is 2, 3 or 4, ask the interviewee to give a brief description/examples of teacher behaviors/actions that support/produced this rating.
   f. Ask administrator, what written documents evidence or demonstrate the implementation of the given statement and can you get copies of identified documents? Write the title of the documents at the bottom of the response form. Label these artifacts: Code each

document in the upper right corner (research last name/question number). Attach the documents to the cover/each response sheet.

g. Add any other quotes on the back of the data/response sheet, if appropriate.
h. At the conclusion of the interview, ask the administrator if he/she has any other comments to add.
i. Thank the administrator for his/her time and candor. Write a personal note of thanks.
j. After you have left the interview, confirm the list of the documents noted at the bottom of each form with the document provided to you. Revise as needed.

Write-Up

Organize the survey rated data in a graph/chart.
Write a 2-3 page executive summary.
Include:
1) Your findings (charts/graphs and narrative).
2) A couple "next step" recommendations for this system to deepen the implementation of a guaranteed and viable curriculum.
3) Your reflection: key learning and insights–Statements of your most significant learnings and insights as a result of this assignment.
4) Attach to the back of the executive summary an appendix that includes your completed interview forms and all artifacts/documents provided by the site leader.

Administrator's Job Title:_____Date:_____

Circle One: Elementary   Intermediate   High School

The extent to which . . .

Statement 1: The curriculum content in English/language arts that is considered essential for all students to master has been identified and communicated to all teachers.

1=Not At All	2	3	4=To a Great Extent

Administrator/Leader Actions and/or Behaviors	**Teacher/Leader Actions and/or Behaviors**

List the title of documents that were provided in response to Statement One.

Administrator's Job Title:_____Date: _____

Circle One: Elementary   Intermediate   High School

The extent to which . . .

Statement Two: The curriculum content in mathematics that is considered essential for all students to master has been identified and communicated to all teachers.

1=Not At All	2	3	4=To a Great Extent

Administrator/Leader Actions and/or Behaviors	Teacher/Leader Actions and/or Behaviors

List the title of documents that were provided in response to Statement Two

Administrator's Job Title:_____   Date: _____

Circle One: Elementary   Intermediate   High School

The extent to which . . .

Statement 3: Processes to monitor (check) both teachers' implementation of the essential curriculum and students' progress towards mastery of essential curriculum are in place.

1=Not At All	2	3	4=To a Great Extent

Administrator/Leader Actions and/or Behaviors	Teacher/Leader Actions and/or Behaviors

List the title of documents that were provided in response to Statement Three.

Administrator's Job Title:_____ Date: _____

Circle One: Elementary Intermediate High School

The extent to which . . .
Statement 4: The design of the curriculum prepares students for success on high stakes testing.

1=Not At All	2	3	4=To a Great Extent

Administrator/Leader Actions and/or Behaviors	Teacher/Leader Actions and/or Behaviors

List the title of documents that were provided in response to Statement Four.

Administrator's Job Title: Date:

Circle One: Elementary   Intermediate   High School

The extent to which . . .
Statement 5: The design of the curriculum prepares students for success at the next grade/course level.

1=Not At All	2	3	4=To a Great Extent

Administrator/Leader Actions and/or Behaviors	**Teacher/Leader Actions and/or Behaviors**

List the title of documents that were provided in response to Statement Five.

Administrator's Job Title:_____   Date: _____

Circle One: Elementary   Intermediate   High School

The extent to which . . .

Statement 6: The school team has organized and paced the curriculum to ensure that all students master the essential grade level/course standards.

1=Not At All	2	3	4=To a Great Extent

Administrator/Leader Actions and/or Behaviors	Teacher/Leader Actions and/or Behaviors

List the title of documents that were provided in response to Statement Six.

SAMPLE Site Leader Interview and Executive Summary: Guaranteed and Viable Curriculum
Embedded Fieldwork Assignment 1 - - Scoring and Feedback Sheet

Assessment Criteria	Scoring/Feedback (40 Total Points)
<u>**EXECUTIVE SUMMARY**</u> **(35 points)** **FINDINGS (15 points)** ♦ Graph/Chart depicting administrator responses for survey statements ♦ Narrative description of quantitative findings ♦ Description of leader actions/behaviors and/or teacher action/behaviors that support the development and implementation of a guaranteed and viable curriculum **NEXT STEP RECOMMENDATIONS (10 points)** ♦ Two-three appropriate next steps for the school site system to deepen the implementation of a guaranteed and viable curriculum ♦ Based on interview data **REFLECTION (10 points)** ♦ In-depth and insightful relative to the most important/significant insights and learning as a result of the assignment ♦ Includes a leadership perspective	
APPENDIX (5 points) ♦ Includes completed interview forms for each of the 6 survey statements ♦ Includes artifacts/documents provided by the site leader	
This is a graduate course. **Prior to submission, proofreading and editing are expected.** **Deductions:** • Is the paper error-free relative to spelling, grammar, punctuation, syntax, and/or logic?	
Comments:	**Total:**

EMBEDDED FIELDWORK ASSIGNMENT 2:
CLASSROOM LEARNING WALKS
SAMPLE CLASSROOM LEARNING WALK DATA COLLECTION TOOL

Teacher:			Room #:
Grade:	Course:	School:	
Date of Observation:	Time of Observation:	Observer:	

Students Oriented to the Work
Rating of students orientated to the work _____All   ___Most ___About Half ___ Some ___ Few

CONTENT STANDARD/Learning Objective *what are students learning; verb and key concepts*	CONTEXT *how students expected to respond/assignment/artifact*

CALIBRATION - - Below At Above	CA Content Standard:

Observation Data

___ Lesson standard is posted & identified	___ Standard/learning objective known by students
___ Standard/objective is being taught	___ Standard/learning objective assessed

___ Checks for Understanding	___ Teaching Strategies
___Student Engagement Strategies	___ Differentiation Strategies

Technology/Teacher Use: OH/DC   PP   SB   CRS   MM   IN   AS

Technology/Student Use: CU   PP   CRS   OH/DC   SB

OH/DC Overhead/Docucam   PP Power Point   SB Smart Board   CRS Classroom Response System
MM Movies/Videos/Tapes   IN Internet   CU Computer Use   AS Amplification Systems

Comments:

EMBEDDED FIELDWORK ASSIGNMENT 2:
CLASSROOM LEARNING WALKS
SAMPLE CLASSROOM LEARNING WALK DATA COLLECTION TOOL
3 Column Note Taking Tool

Notations Time, ???'s, Labels	**Teacher** Actions and Quotes	**Student** Actions and Quotes

EAD 272
Embedded Fieldwork Assignment 3: Preparing a Faculty In-Service

Purpose
There are two purposes for this assignment:
Engage candidates in an authentic experience in preparing a quality teacher training event appropriate to the parameters of a site-based training effort.
Create a process where candidates examine and discuss the application of seven principles in developing a master teacher mindset.

Outcomes
As a result of this assignment, candidates will:
Develop knowledge of Jackson's *Mastery Teacher Mindset* and key elements of a system in which all students succeed at rigorous levels.
Examine and develop expertise in the content and application of one mastery principle.
Develop knowledge and skill relative to adult learning and design a 45 – 60 minute faculty in-service (training) that meets critical criteria to successfully engage adults and builds individual and collective adult capacity to apply a designated mastery principle.
Electronically share resources (power points and handouts generated by classmates) to deliver all training modules at current or future sites.

In-service Guidelines
1. Become an expert in a designated Mastery Principle.
2. In collaboration with one or two other classmates, design a Mastery Principle Module for a 45 to 60 minute training/professional learning experience. Module should focus on the development of the Mastery Principle concept and skill and actions to apply the principle. Electronically submit module to X by X.
3. Present Faculty In-Service Module on X. Every group member should be an active participant in the presentation. Condense in-class presentation to a MAXIMUM of 25 minutes.
4. In crafting your module/presentation, consider the elements of a good lesson plan:
    ➢ Clear outcomes
    ➢ Grounding or anticipatory set
    ➢ Critical vocabulary with a check for understanding
    ➢ Concept development (the Principle) which can be enhanced by providing examples, non-examples, common or critical attributes; this phase should also be supported by checks for understanding. Include why this information is important and how it can promote the school's current priorities.
    ➢ Opportunity for participants to interact with the big ideas.
    ➢ Closure
    ➢ Evaluation: Feedback on how well the faculty mastered the critical concepts you shared. Evaluation of the quality of the lesson.
5. Consider the components of module design:
    ➢ Framing the Learning
    ➢ Coherence Building Slides
    ➢ Elements of Content Delivery

- ➢ Application
- ➢ Closure to Presentation
- ➢ Session Wrap Up and Evaluation
6. Consider the needs of adult learners when you craft your module.
   Adults require active engagement and time to process new information. For every ten minutes of content you deliver, you should provide for at least two minutes of time for dialogue and/or reflection.
7. You will create a power point to introduce and guide your presentation. However, this should not be a lecture! Do not read power point slides to participants. Slides should visually engage your learners but the speaker should enhance the content of the slides. You are allowed a MAXIMUM of 18 slides.
8. Adult participants should have ample time to engage in a structured activity around the new learning. Some options include charting; think-write-pair-share; poster and gallery walk; or simulation.
9. Provide both a closure and session wrap-up process. Wrap-up your presentation with individual or group next step commitments.
10. Create an evaluation for participants to complete that addresses what they learned and how they valued the teaching structure of the workshop.
11. Create ALL necessary handouts and provide copies of all handouts and a copy of your power point for each of your classmates.

PowerPoint template. Students will use the common power point slide format posted on Blackboard.

EAD 272: SAMPLE Scoring Sheet for Faculty In-service

Presenters' Names: **Evaluator Name:** **Scoring Criteria**	**Rating Scale** *Circle rating for each criterion.* 0 = Does Not Meet Expectation 1 = Somewhat Meets Expectation 2 = Meets Expectation 3 = Exceeds Expectation			
Workshop outcomes were clearly stated.	0	1	2	3
Grounding activity linked current priorities to the content of the workshop.	0	1	2	3
Key/Critical vocabulary was identified and explained.	0	1	2	3
Big ideas/concepts of the Principle were presented and understanding developed.	0	1	2	3
Training module addressed the "yes buts".	0	1	2	3
Module identified and developed the teacher actions that would evidence application of the mastery principle.	0	1	2	3
Training module included appropriate checks for understanding.	0	1	2	3
Training module structured time for participants to reflect on and consider the key ideas.	0	1	2	3
Training module fully engaged all adult learners.	0	1	2	3
Training module included an aligned closure to the presentation.	0	1	2	3
Training/Workshop included an assessment of participant learning.	0	1	2	3
Workshop included an evaluation of participant's reflection on the quality of the workshop and their next steps commitment.	0	1	2	3
PowerPoint was visually effective and not too wordy.	0	1	2	3
Time was well managed.	0	1	2	3
Handouts were high quality.	0	1	2	3
Presentation linked to other mastery principles in the book.	0	1	2	3
Presentation addressed critical ideas relative to developing and applying the mastery principle.	0	1	2	3
Overall Holistic Score: ☐**Does Not Meet Expectation** ☐ **Meets Expectation** ☐**Somewhat Meets Expectation** ☐ **Exceeds Expectation**				
Comments: Total Points_____				