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EDLD 568.50: K-12 Curriculum Leadership

Jacob A. Francom

University of Montana, Missoula, jacob.francom@umontana.edu

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THE PHYLLIS J. WASHINGTON
COLLEGE OF
**Education &
Human Sciences**
UNIVERSITY OF MONTANA

THE DEPARTMENT OF
**Educational
Leadership**
UNIVERSITY OF MONTANA

FALL 2021

September 13 – November 20

EDLD 568
K-12 Curriculum Leadership

INSTRUCTOR: Jacob Francom, Ed.D.

EMAIL: jacob.francom@umontana.edu

PHONE NUMBER: 406.293.1080

Course Purpose

The purpose of this course will be to examine major aspects of curriculum as related to the duties and responsibilities of school administrators such as issues concerning the meaning of curriculum, as well as the curriculum development, review, integration, and evaluation. The K-12 Curriculum course is designed to examine and evaluate the curricular models and instructional practices utilized in elementary, intermediate, and secondary school settings. The ultimate goal is to help formulate appropriate curricular models for the 21st century.

Course Objectives

Students will grow toward being educated, successful professionals by developing proficiency in knowledge and skill application, as evidenced by demonstration of the ability to:

1. Explain the development of curriculum in American schools during the last century.
2. Promote the curricular needs of the future.
3. Discuss the fundamental principles of curriculum development, review, and evaluation.
4. Identify the best practices in curriculum development.
5. Understand the current terminology associated with curriculum, assessment, and instruction.
6. Explain the Common Core Standards.
7. Develop leadership procedures for identifying and resolving curriculum issues.
8. Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
9. Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
10. Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
11. Understand what standards and benchmarks are in a given curricular area.
12. Analyze whether the standards and benchmarks are being achieved in the classroom via the curriculum being implemented.
13. Identify and support the use of differentiated instructional strategies to ensure students achieve stated standards and benchmarks.
14. Identify and understand the use of formative assessment to achieve the stated standards and benchmarks.
15. Use of summative assessment in the process as well.
16. Understand and support the use of data to make ongoing decisions about the curriculum.

Course Expectations

Students enrolled in this course are expected to demonstrate regular and consistent class participation in the discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and dialogue is supported by informed opinion.

Class activities require active participation of all class members. The instructor subscribes to a philosophy of learning that holds that everyone engaged in learning, teaches every other engaged person. That is, each open mind, participating in meaningful discussion, contributes to a powerful learning environment. When someone is not in class and thereby not engaged in the discussion, the learning environment for everyone else is diminished.

Student contributions will be judged on a demonstrated understanding of the knowledge base, the ability to translate and apply that knowledge to real situations, and the student's ability to communicate effectively during times of disagreement among colleagues. Informed contributions to class discussions are critical to collective learning and professional development. It is expected that all students will foster their own learning and the learning of others through their positive and thoughtful engagement in class activities.

Students are required to be current in the assigned reading for each class and to submit required assignments when they are due. Late assignments will be accepted only by prior consent of the instructor. Written assignments will reflect the individual's original work and, when appropriate, follow the style articulated in the Publication Manual of the American Psychological Association (APA). All references to works by other authors must be properly cited.

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online at: <https://www.umn.edu/student-affairs/community-standards/default.php>

Required Texts

Brambrick-Sanoyo, Paul. *Leverage Leadership 2.0: A practical guide to building exceptional schools*. San Francisco, Jossey-Bass, 2018.

Wiles, J. (2009). *Leading curriculum development*. Thousand Oaks, CA: Corwin Press.

Evaluation Criteria and Course Requirements

REQUIRED ASSIGNMENTS	#	Unit Value	Total Points	Percent of Total	Your Score
Class participation: assignments, actively participates in classroom discussions, etc.	10	3	30	30%	
Research Papers	3	10	30	30%	
Final Course Paper: Curriculum for the Future	1	40	40	40%	
Fieldwork Experience required, but not graded					
TOTAL			100	100%	

Tentative Class Topics and Assignment Due Dates

September 13-18 Week 1	READINGS: Wiles: Ch. 1 Leverage: Introduction	DISCUSSION FORUM 1. Wiles. Define curriculum and your philosophy of curriculum. Define curriculum leadership. 2. Leverage. Describe the instructional leadership levers and how these can be used to ensure quality instruction in all classrooms. 3. Describe what components make up curriculum. What do you look for in strong curriculum?
September 20-25 Week 2	READINGS: Wiles: Ch. 2 Leverage: Ch. 1	DISCUSSION FORUM 1. Wiles. Describe how your district uses its mission statement (or philosophy) to drive curriculum development and implementation. 2. Find or create an effective evaluation tool(s) that can be used to evaluate curricular and instructional materials (textbooks, computer software, etc.). 3. Discuss and outline who should be involved in the development, implementation, and review of the curriculum. Describe their roles.
September 27-October 2 Week 3	READINGS: Wiles: Ch. 3 Leverage: Ch. 1 DUE: Research Paper 1	DISCUSSION FORUM 1. Wiles. Describe the role of standards and benchmarks and how a leader can help in clarifying goals and objectives in a curriculum. 2. Leverage. Complete the Data-Driven Instruction and Assessment Implementation Rubric (pp. 84-85). Discuss the results and how leaders can and should use data to effectively drive and monitor curriculum implementation and instruction. 3. Discuss how a community should be involved and prepared for curricular changes.

<p>October 4-9 Week 4</p>	<p>READINGS: Wiles: Ch. 4 Leverage: Ch. 2</p>	<p>DISCUSSION FORUM</p> <ol style="list-style-type: none"> 1. Wiles. Describe how a leader should lead the school curriculum team. Discuss and outline how meetings, timelines, assignments should be structured to ensure that the curriculum is reviewed effectively. 2. Discuss the use of current and emerging technologies and how they can support and promote student learning. 3. Discuss the U.S. education curricular program—what subjects are offered and why.
<p>October 11-16 Week 5</p>	<p>READINGS: Wiles: Ch. 5 Leverage: Ch. 2</p> <p>DUE: Research Paper 2</p>	<p>DISCUSSION FORUM</p> <ol style="list-style-type: none"> 1. Wiles. Describe how a leader constructs and guides others down the path of curriculum improvement. 2. Leverage. Discuss the key components of planning and how these can be leveraged to strengthen the curricular and instructional program of your school. 3. Discuss future options for the U.S. education. Describe and support what subject areas will be included in the future and which ones will be excluded.
<p>October 18-23 Week 6</p>	<p>READINGS: Wiles: Ch. 6 Leverage: Ch. 3</p>	<p>DISCUSSION FORUM</p> <ol style="list-style-type: none"> 1. Wiles. Describe how a leader should guide teachers through curriculum mapping and curriculum alignment? 2. Discuss how educational leaders ensure the most effective course schedule is established to provide the established curriculum. 3. Discuss methods educational leaders use to monitor and ensure teachers are implementing the curriculum effectively and as planned.
<p>October 25-30 Week 7</p>	<p>READINGS: Wiles: Ch. 7 Leverage: Ch. 3</p> <p>DUE: Research Paper 3</p>	<p>DISCUSSION FORUM</p> <ol style="list-style-type: none"> 1. Wiles. Describe how and why staff development should connect to curriculum and instructional practices. 2. Leverage. Discuss how regular observation and feedback to teachers can strengthen the implementation and monitoring of curriculum implementation. 3. Discuss how an educational leader can and should make necessary curricular changes during the school year.
<p>November 1-6 Week 8</p>	<p>READINGS: Wiles: Ch. 8 Leverage: Ch. 4</p>	<p>DISCUSSION FORUM</p> <ol style="list-style-type: none"> 1. Wiles. Describe evaluation in the role of curriculum leadership. 2. Describe how an educational leader uses a needs assessment to determine the curricular changes needed in a district. Find an effective needs assessment which will work for you as an instructional leader. 3. Explore the future of assessments.
<p>November 8-13 Week 9</p>	<p>READINGS: Wiles: Ch. 9 Leverage: Ch. 4</p>	<p>DISCUSSION FORUM</p> <ol style="list-style-type: none"> 1. Wiles. Describe why comprehensive planning is critical to successful curriculum work in schools. 2. Leverage. Discuss how key tools leaders should use to effectively leverage professional development for effective instruction and curriculum implementation and monitoring. 3. Discuss how leaders can ensure that appropriate instructional strategies are used by all teachers to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

November 15-20 Week 10	READINGS: DUE: Final Course Paper: Curriculum for the Future	DISCUSSION FORUM <ol style="list-style-type: none"> 1. Describe the leader's responsibility for shaping and supporting the mission of the school as one advocates for the learners and their success, while contributing to building relationships within the school. 2. Evaluate the statement: "The Common Core Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy." Explore the future of the Common Core State Standards. 3. Discuss the role that diversity plays in curriculum development.
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Course Required Assignments

Class Participation

Students will be expected to attend **ALL** classes, interact with the instructor and fellow classmates in the learning activities and presentations, and develop discussions beyond the level of the text and/or presentations.

Contributions to in-class discussion and activities are essential. At the end of the session, your participation will be rated based on the following:

- evidence of reading and of understanding reading assignments
- resourcefulness of comments (e.g., accurately citing current events and sources)
- participation in small-group activities in class
- completion of in-class activities
- collegiality and respect for other students' time
- posting discussion points early and responding throughout the discussion period

CLASS PARTICIPATION RUBRIC

EXCELLENT 3 points	GOOD 2 points	FAIR 1 point	POOR 0 points
Student actively participates in class by asking questions, and participating in discussions in a thorough, meaningful way that stimulates rich conversation.	Student actively participates in class by asking questions, and participating in discussions in a thorough way that stimulates conversation.	Student rarely participates in class by asking questions, and participates in discussions in a cursory manner.	Student never participates in class by asking questions, and/or participates in discussions.
Cites one of the textbooks and an outside reading.	Cites one of the textbooks.	Cites one of the textbooks.	Cites no textbooks.
Completes assignments, in high quality early in the discussion period and engages with peers throughout the discussion period.	Completes assignments, in high quality in the middle of the discussion period.	Completes assignments.	Does not complete assignments.

Written Class Assignments

Preparing Assignments to Submit

Key Points

1. Follow APA Format (<https://owl.english.purdue.edu/owl/resource/560/01/>)
 - a. Provide citation information when paraphrasing (author's last name, publication date)
 - b. Direct quotations require author, publication date, and page number
 - c. Page number noted in the heading (top right hand corner)
 - d. APA Deviations
 - i. Font = Calibri (Body), 11 point (Word Default)
 - ii. No Running Head
 - iii. No Abstract
2. Provide a cover page (see appendix)
3. Refer to the assignment description and assessment rubric

Writing Requirements

Written assignments will reflect the individual's original work and follow the style articulated in the Publication Manual of the American Psychological Association ([APA 6th edition Format](#)). For this class, assignments should be written in third person. References to works by other authors must be properly cited.

RESEARCH PAPERS

The three research papers focus on the three phases of the curriculum cycle that an administrator leads a school or district through—development, implementation, and review. Use the textbook, articles, interviews of administrators, etc. to gather and synthesize the information for each of the topics with a focus on leadership. In each research paper, address the topics as outlined. Each paper should be three to four pages in length. Use headings to outline the different topics.

Research Paper 1: Curriculum Overview and Preparation

- Discuss what curriculum leadership is and the main components and characteristics make up an effective curricular leader.
- Discuss the main components necessary for an effective curriculum (standards, textbooks, pacing guides, lesson plans, scope and sequences, etc.). How do these components work together to provide a structured, organized curriculum?
- Discuss how the school or district's mission statement should guide the curriculum development, implementation, and review processes.
- Find or create an effective evaluation tool(s) that can be used to evaluate curricular and instructional materials (textbooks, computer software, etc.).
- Discuss and outline who should be involved the development, implementation, and review of the curriculum? Describe their roles.

- Discuss and outline how meetings, timelines, assignments should be structured to ensure that the curriculum is reviewed effectively.
- Discuss how a community should be involved and prepared for curricular changes.

Research Paper 2: Curriculum Development

- Discuss the U.S. education curricular program—what subjects are offered and why.
- Discuss future options for the U.S. education. Describe and support what subject areas will be included in the future and which ones will be excluded.
- Discuss how learners grow and develop in the Digital Age, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas. Discuss how we can design and implement developmentally appropriate and challenging 21st century learning experiences.
- Discuss the use of current and emerging technologies and how they can support and promote student learning.
- Discuss the roles differentiation and diversity play in curriculum development.

Research Paper 3: Curriculum Implementation and Review

- Discuss how educational leaders ensure the most effective course schedule is established to provide the established curriculum.
- Discuss methods educational leaders use to ensure teachers are implementing the curriculum effectively and as planned.
- Discuss how educational leaders should use data to monitor and review the effective implementation of the established curriculum.
- Discuss how an educational leader should make necessary curricular changes during the school year.
- Describe how an educational leader uses a needs assessment to determine the curricular changes needed in a district. Find an effective needs assessment which will work for you as an instructional leader.

Final Course Paper: Curriculum for the Future

In addition to the assigned readings, expectations of class participation, and adherence to the *Professional Standards for Student Performance*, each student will be required to complete the following assignment:

(Rubric in Appendix E)

The purpose of this assignment is to complete a synthesizing activity as a culminating experience that is related to the experiences of a school leader. The paper should be written as if it will be presented to your board of trustees and community. This assignment should include the following (20-25 pages):

1. Introduction

Include a definition of curriculum.

Incorporate a philosophy of curriculum.

Include a definition of curriculum leadership.

Consider including a needs assessment of the present curriculum (A needs assessment is a process of identifying gaps between what is and what should be).

2. Preparation and Change for the Community

Determine the organizational structure so that internal and external publics have a voice in the process.

Address how the curriculum committee operationalizes change and reform throughout the year.

3. Identify Specific Curriculum

Characterize the specific elements of the curriculum and pinpoint current trends in the subject areas and across the curriculum.

4. Address the State and National Curriculum Guidelines

Evaluate this statement.

“The Common Core Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Explore the future of the Common Core State Standards.

Explore the future of assessments.

5. Look at More than One Future Option

Explore several plausible scenarios for the future.

6. Support for Inclusion of Content Areas

Determine why content area needs to be included.

Determine appropriate assessment.

7. Support for Exclusion of Content Areas

Determine why content area needs to be excluded.

Determine appropriate assessment.

8. Address Diversity

Respond positively and constructively to diversity.

9. Address Differentiated Instruction

Demonstrate the use of appropriate instructional strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

10. Include Knowledge of Digital Age

Discuss how learners grow and develop in the Digital Age, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and how we can design and implement developmentally appropriate and challenging 21st century learning experiences.

11. Integrate Technology

Question the use of new and emerging technologies and how they can support and promote student learning.

12. Recognize that Relationships Are Important

Address the leader's responsibility for shaping and supporting the mission of the school as one advocates for the learners and their success, while contributing to building relationships within the school.

Optional

Share a unique characteristic that has not been mentioned above (such as embracing the challenge of continuous improvement).

Appendix A

Mission Alignment

The Department of Educational Leadership has aligned itself with the mission of The University of Montana-Missoula and the College of Education and Human Sciences Mission. The following mission statements demonstrated this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

THE UNIVERSITY OF MONTANA-MISSOULA MISSION

The mission of The University of Montana-Missoula is the pursuit of academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world.

COLLEGE OF EDUCATION AND HUMAN SCIENCES MISSION STATEMENT

The College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

EDUCATIONAL LEADERSHIP MISSION STATEMENT

The mission of Educational Leadership at The University of Montana-Missoula is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

Appendix B

Professional Standards for Student Performance

Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application.

Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

Appendix C

Field Experience

https://coehs.umt.edu/departments/edlead/student_resources/field_experience.php

FIELD EXPERIENCE BASICS

10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:

Complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership has redesigned field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. These field experience expectations are described on the Department's Website (<http://www.coehs.umt.edu/departments/edlead/default.php>).

The field experience is designed to foster applied learning with best practices for educational leadership. The field experience provides the student with the opportunity to bring together leadership theory and practice in actual organizational environments. Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

ACCOMMODATIONS

I want to be sensitive to any needs that you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

MASTERS OF EDUCATION CULMINATING PORTFOLIO

The Masters of Education degree in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. The benchmark assignment for this course is the Final Course Paper.

COURSE OUTCOMES AND STANDARDS FOR SCHOOL LEADERS

The Department of Educational Leadership (EDLD) has adopted the Professional Standards for Educational Leaders (PSEL). The PSEL Standards were developed by the Council of Chief State School Officers and member states in 1996 and were later revised in 2015. The PSEL Standards are used to guide courses in educational leadership. For a detailed explanation of the PSEL Standards, visit the web site for the National Policy Board for Educational Administration:

http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf.

Appendix D

Assignment

Paper Title

by
Your Name

Submitted to
Jacob Francom, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 568: K-12 Curriculum

The University of Montana
Fall 2021

Appendix E

EDLD 568	Rubric for Final Course Paper: CURRICULUM FOR THE FUTURE		
COMPONENT	Excellent to Exemplary 160-200 points	Good to Adequate 120-159 points	Unacceptable 0-119 points
INTRODUCTION	12-15 points Has an informative introduction that articulates the curriculum.	10-11 points Has an introduction that articulates the curriculum.	0-10 points Not included.
PREPARATION AND CHANGE FOR THE COMMUNITY IS CONSIDERED	12-15 points Includes comprehensive preparations that will be made to include the internal and external publics in the process.	10-11 points Includes tangentially the preparations that will be made to include the internal and external publics in the process.	0-10 points Not included or minimally addressed.
A SPECIFIC CURRICULUM IS IDENTIFIED	12-15 points Identifies specifically the curriculum that is being addressed.	10-11 points Includes tangentially the curriculum that is being addressed.	0-10 points Not included or minimally addressed.
ADDRESSES THE STATE & NATIONAL (IF ANY) CURRICULUM GUIDELINES/BENCHMARKS	12-15 points Includes the State and National (if any) Curriculum Guidelines/Benchmarks.	10-11 points Includes tangentially the State and National (if any) Curriculum Guidelines/Benchmarks.	0-10 points Not included.
A LOOK AT MORE THAN ONE FUTURE OPTION	16-20 points Includes more than one option for the future projection.	12-15 points Includes tangentially more than one option for the future projection.	0-11 points Not included or minimally addressed.
SUPPORT FOR INCLUSION OF CONTENT AREAS WITH CITATIONS FROM THE TEXT AND OTHER RESOURCES	20-25 points Includes citations from the text and other resources to support the inclusion of an area.	15-19 points Includes only a few citations from the text and other resources to support the inclusion of an area.	0-14 points Not included or minimally addressed.
SUPPORT FOR EXCLUSION OF CONTENT AREAS WITH CITATIONS FROM THE TEXT AND OTHER RESOURCES	20-25 points Includes citations from the text and other resources to support the exclusion of an area.	15-19 points Includes only a few citations from the text and other resources to support the exclusion of an area.	0-14 points Not included or minimally addressed.
DIVERSITY IS ADDRESSED	16-20 points Includes some information on the diversity of a class and how to accommodate.	12-15 points Includes only tangentially information on the diversity of a class and how to accommodate.	0-11 points Not included or minimally addressed.
DIFFERENTIATED INSTRUCTION IS ADDRESSED	16-20 points Includes some information on how to differentiate the content.	12-15 points Includes only tangentially information on how to differentiate the content.	0-11 points Not included or minimally addressed.
DIGITAL-AGE IS INCLUDED	16-20 points Includes knowledge of how the digital age will affect this curriculum.	12-15 points Includes only tangentially information of how the digital age will affect this curriculum.	0-11 points Not included or minimally addressed.
TECHNOLOGY AS INTEGRATED INTO THE CURRICULUM IS ADDRESSED	12-15 points If technology will be integrated to enhance curriculum.	10-11 points Includes only tangential information on how or if technology will be integrated to enhance the curriculum.	0-10 points Not included or minimally addressed.
HUMANISTIC COMPONENTS ARE INCLUDED	12-15 points Recognizes that the participants are human and how to establish relationships.	10-11 points Includes only tangential information on the participants humanity and how to establish relationships.	0-10 points Not included or minimally addressed.