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EDLD 568.01: K-12 Curriculum

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University of Montana
Department of Educational Leadership
EDLD 568: K-12 Curriculum
Autumn 2013

CLASS:

August 27 – December 10, 2013
5:00 – 7:25 pm
Phyllis J. Washington Education Center Room 322

INSTRUCTOR

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REQUIRED READINGS

Kendall, J. (2011). *Understanding common core state standards*. Alexandria, VA: ASCD.

Marzano, R.J., & Pickering, D.J. (2011). *The highly engaged classroom: The classroom strategies series*. Bloomington, IN: Marzano Research Laboratory.

Sorenson, R.D., Goldsmith, L.M., Mendez, Z.Y., & Maxwell, K.T. (2011). *The principal's guide to curriculum leadership*. Thousand Oaks, CA: Corwin.

There will be additional readings throughout the course.

COURSE DESCRIPTION

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 curriculum development, review, integration, and evaluation. School improvement efforts will focus on the relationship between curriculum, instructional models, and best classroom practices. The ultimate goal is to help formulate appropriate curricular models in the 21st century.

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of the University of Montana-Missoula and the Phyllis J. Washington College of Education and Human Sciences. The following mission statements demonstrate this alignment.

Learning activities in this course have been designed to address appropriate areas of these mission statements.

University of Montana-Missoula Mission

The University of Montana-Missoula pursues academic excellence as demonstrated 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. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

Phyllis J. Washington College of Education and Human Sciences Mission

The Phyllis J. Washington 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. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission

We empower individuals to challenge the future.

By:

- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at the University of Montana-Missoula will experience a cohesive learning community during their own

preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- *Integration of Ideas*

Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.

- *Cooperative Endeavors*

In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is globally relevant and personally meaningful. In the process, members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.

- *Respect for Diversity and Individual Worth*

A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member's self- concept and foster risk-taking, creative collaboration, and excellence.

COURSE OUTCOMES AND STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The areas of the PEPPS that this course addresses are noted in bold.

It should be noted that the Montana PEPP Standards are based upon the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. The ISLLC and PEPP Standards are used to guide courses in Educational Leadership. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for the Council of Chief State School Officers at http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf.

Montana Professional Educator Preparation Program Standards (PEPPS)

10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:

- a) Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;
- b) Promote a positive school culture,
 - i. provide an effective instructional program,
 - ii. apply best practice to student learning, and
 - iii. design comprehensive professional growth plans for staff in order to promote the success of all students;
- c) Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;
- d) Collaborate with families and other community members,
 - i. respond to diverse community interests and needs,
 - ii. including Montana American Indian communities, and
 - iii. mobilize community resources in order to promote the success of all students;
- e) Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;
- f) Understand, respond to, and influence the larger
 - i. political,
 - ii. social,
 - iii. economic,
 - iv. legal, and
 - v. cultural context in order to promote the success of all students; and
- g) 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.
 - Refer to the EDLD web description of the requirements for fieldwork at <http://www.coehs.umn.edu/departments/edlead/FieldExperiences1/default.php>

Students seeking a M.Ed. in Educational Leadership are encouraged to reference the PEPP Standards in their M.Ed. culminating presentation to the comprehensive exam committee.

COURSE OBJECTIVES

This course addresses all six major standards of the Montana PEPP Standards. Below you will find the specific outcomes for this course. As a result of the successful completion of the K-12 Curriculum course, students will be able 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; and
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. articulate the use of summative assessment in the process as well, and
16. understand and support the use of data to make ongoing decisions about the curriculum.

Conceptual Framework

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| 17. <i>Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.</i> | CF1 |
| 18. <i>Students are expected to contribute to the learning community and successfully participate in a variety of group activities.</i> | CF2 |
| 19. <i>Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.</i> | CF3 |

20. *Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

CF4

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 Curriculum for the Future Paper.** To be accepted for inclusion into your culminating portfolio, this assignment must meet the criteria for a grade of A or B.

EXPECTATIONS

Students enrolled in this course are expected to demonstrate regular and consistent class participation in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion (refer to *Professional Standards for Student Performance*, Appendix A). Students are required to be current in the assigned readings for the course and to submit required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Written assignments will reflect the individual's original work (except in the case of group work) and, when appropriate, follow the style articulated in the *Publication Manual of the American Psychological Association* (APA 6th ed.). All references to works by other authors must be properly cited. Assignments must include a Cover Page and (a) be double spaced, (b) use 12 point font, (c) utilize indented paragraphs rather than business block format, (d) be left justified rather than full justification and (e) numbered in the top right hand corner. You do not need to provide an abstract (except for the book critique assignment) or use a Running Head. **Each written assignment must contain a Cover Page (see Appendix B) and be saved using the names provided on page 10 under Submitting Assignments.**

Quality graduate scholarship requires not only the ability to master the concepts found in literature and research, but also the ability to use this information to integrate knowledge. The opportunity to demonstrate your level of mastery and creativity will often be in the form of a formal scholarly paper. All papers should be subjected to spelling and grammar checks. Papers that are poorly written containing numerous grammatical and/or mechanical errors will not be accepted.

Do not forego the assigned readings and only read the class PowerPoints. Doing so will put you at a distinct disadvantage when it comes to completing the various course assignments and fully participating in the class discussions and activities. By not fully reading the assigned readings, you also run the risk of entering your first administrative position unprepared with the necessary knowledge to act as an effective instructional leader.

Academic Honesty

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 http://life.umt.edu/vpsa/student_conduct.php.

ONLINE COURSE SUPPLEMENT

There will be an online course supplement delivered through UOnline using Moodle. Moodle is an open-source learning management system that is used by the University of Montana to deliver online learning. Within the Moodle system, there is a short introductory course, Moodle 101 for students. You can take this self-paced tutorial course by going to <https://umonline.mrooms3.net/course/view.php?id=41>. Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

Needing Help

If you encounter problems regarding the online supplement, please contact Extended Learning Services at <http://umonline.umt.edu/>. There is also a Technical Support link within the UOnline Services area of the course shell (in the upper right hand corner).

For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:

IT Central Help Desk: (406) 243-4357, italk@umontana.edu

Moodle live technical support: 406-243-4999

General registration information:

Registration Help Desk (Griz Central), (406) 243-6077

Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize your UMConnect mail account. While it is recommended that you check your UMConnect mail account regularly, there is a way that you can have messages sent to your UMConnect mail account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded. Specifically the University does not recommend doing this due to FERPA regulations.

One negative side effect of this procedure is the problem of replying to the original message. When your UMConnect mail has been forwarded to another email account there is a problem with replying. In order to reply to the original e-mail, you must insert the e-mail address where you want your message to go. If you just hit "reply" your reply will be sent only to your UMConnect mail account and NOT to the intended recipient!

However, it can be done if you so desire. For instructions on how to forward your UMConnect mail to an external e-mail account go to: http://umt.custhelp.com/cgi-bin/umt.cfg/php/enduser/std_adp.php?p_faqid=820&p_created=1268326353

ASSIGNMENTS

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 three assignments:

1. Curricular Issue Paper
2. Curriculum and Instruction Analysis Paper
3. Curriculum for the Future Paper

NOTE: Assignments should use a cover page (see Appendix B)

CURRICULAR ISSUE PAPER (DUE NOVEMBER 19)

This scholarly paper will articulate some aspect of education related to curriculum and its relationship to school success/student achievement. The paper should be a maximum of 10 pages without the cover page and references and contain:

1. Introduction
2. Description of the issue
3. Relationship of the issue and school success/student achievement
4. Theoretical linkage to the issue (min of 5 references)

The assessment criteria for this assignment will be developed as part of the course.

CURRICULUM AND INSTRUCTION ANALYSIS PAPER (DUE DECEMBER 3)

This paper requires the student to analyze the existing structure and operation in a school or district and recommend suggestions to improve the process for increased student success. The paper should be a maximum of 15 pages without the cover page and references and contain:

1. Introduction
2. The process used to develop curriculum
3. The process used to implement curriculum
4. How the district/school links curriculum and
 - a. Instruction
 - b. Assessment
 - c. Student learning
 - d. Professional development
5. How assessment results are shared with internal and external stakeholders
6. Suggestions for improvement supported with scholarly literature and theory

The assessment criteria for this assignment will be developed as part of the course.

CURRICULUM FOR THE FUTURE PAPER (DUE DECEMBER 10)

The purpose of this assignment is to produce a scholarly paper articulating the curriculum for the future. The paper should be a maximum of 15 pages without the cover page and references and contain:

1. Introduction
 - a. Include a definition of curriculum.
 - b. Incorporate a philosophy of curriculum.
 - c. Include a definition of curriculum leadership.
 - d. 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
 - a. Determine the organizational structure so that internal and external publics have voice in the process.
 - b. Address how the curriculum committee operationalizes change and reform throughout the year.
3. Identify Specific Curriculum
 - a. 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
 - a. Address state and national reform movements relevant to your curriculum of the future.
 - b. Explore the future of assessments in schools.
5. Look at More than One Future Option
 - a. Explore several plausible scenarios for the future.
6. Support for Inclusion of Content Areas
 - a. Justify why content area(s) needs to be included.
7. Support for Exclusion of Content Areas
 - a. Justify why content area(s) needs to be excluded.
8. Address Diversity
 - a. Address the implications of diversity in your future curriculum.
9. Address Differentiated Instruction
 - a. Describe the role of differentiated instruction in your future curriculum.
10. Include Knowledge of Digital Age
 - a. Articulate the role of digital learning as schools design and implement developmentally appropriate and challenging 21st century learning experiences.

11. Integrate Technology

- a. Explain the use of new and emerging technologies and how they will be integrated in the curriculum/learning process to support and promote student learning.

12. Recognize that Relationships are Important

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

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

The assessment criteria for this assignment will be developed as part of the course.

SUBMITTING ASSIGNMENTS: (Please submit only one assignment per e-mail.)

Assignments will be submitted electronically by e-mailing them to Dr. McCaw (bill.mccaw@umontana.edu) saved as an MSWord document. **Save your documents using the format and assignment names listed below.** *Please follow the provided format and spell each assignment as it is in the example.* Color has been provided only to clarify the three components of **course and semester**, **student name**, and **assignment**; it is understood that your saved assignment name will not be in color. Your saved assignment name should contain the following information in the order provided in the example for the student Jerri Smith.

EDLD 568 Au 13 [Your Last Name] [Your First Initial] Assignment

Example for Jerri Smith:

EDLD 568 Au 13 Smith J Curr Issue

EDLD 568 Au 13 Smith J Curr Anal

EDLD 568 Au 13 Smith J Future Curr

FIELD EXPERIENCE

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 designed field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. The field experience is a requirement of the M.Ed. and Licensure program and not a requirement of any one course. These field experience expectations are described on the Department's Website

(<http://www.coehs.umt.edu/departments/edlead/FieldExperiences1/default.php>). It is

important to note that considerations have been made for students who have gained admittance to the department prior to the fall 2011 Semester.

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 P-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

GRADING

Grading for this course is explained below. Specific assessment rubrics for each assignment can be found in the Appendices.

Grades will be determined by the following weighted formula:

Class Participation and attendance (minus 3 points for each absence)	15%
Curricular Issue Paper	20%
Curriculum and Instruction Analysis Paper	25%
Curriculum for the Future Paper	40%

Course grades will be based upon a percentage of the total possible course points:

100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F

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. (For other options see <http://life.umt.edu/dss/>).

TENTATIVE CLASS TOPICS AND READINGS

Sorenson, et al. *The Principal's Guide to Curriculum Leadership*

Marzano & Pickering. *The Highly Engaged Classroom*

Kendall. *Understanding Common Core State Standards*

Class Date	Topics	Readings
1 August 27	Introductions and Course Overview	
2 September 3	Curriculum and the Instructional Leader Defining Curriculum Leadership	Ch. 1 (pp. 1-17)

3	September 10	Curriculum Leadership and Leadership Standards A Curriculum Leadership Journey	Ch. 2 (pp. 21-49)
4	September 17	Articulating the Possibilities Principal Expectations as Curriculum Leader	Ch. 3 (pp. 54-79)
5	September 24	Leadership, Curriculum, and Change The Principal's Role in Curriculum Change and Innovation	Ch. 4 (pp. 84-101)
6	October 1	Why Curricula Requires Leadership Curriculum Leadership in Action	Ch. 5 (pp. 109- 125)
7	October 8	The Leadership Paradox Where the Action Is: Building Relationships With Teachers	Ch. 6 (pp. 128-149)
8	October 15	Relationship between Curriculum, Teaching, and Learning Systematically Integrating Curriculum and Instruction	Ch. 7 (pp. 155- 187)
9	October 22	Working With Teachers for Improved Classroom Practices Professional Learning and Curriculum Leadership	Ch. 8 (pp. 193-207)
10	October 29	The Highly Engaged Classroom Research and Theory How Do I Feel? Am I Interested?	Ch. 1 (pp. 3-20) Ch. 2 (pp. 21-55) Ch. 3 (pp. 57-85)
11	November 5	The Highly Engaged Classroom Continued Is This Important? Can I Do This? Planning for High Engagement	Ch. 4 (pp. 87-116) Ch. 5 (pp. 117-145) Ch. 6 (pp. 147-155)
12	November 12	Educational Reform and Mandates The Principal and Legislated Learning	Ch. 9 (pp. 211-226)
13	November 19	The Common Core Curriculum Standards The Common Core Standards in Context What the Standards Look Like Curricular Issue Paper Due	Ch. 1 (pp. 1-10) Ch. 2 (pp. 11-26)

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| 14 | November 26 | The Common Core Continued
Benefits and Concerns
Preparing for the Common Core
Conclusion: Looking Ahead | Ch. 3 (pp. 27-40)
Ch. 4 (pp. 41-51)
(pp. 52-56) |
| 15 | December 3 | The Future of Leadership, Curriculum, and Learning in Digital Environment.
Trailblazing Digital Curriculum Leadership
Curriculum and Instruction Analysis Paper Due | Ch. 10 (pp. 229-262) |
| 16 | December 10 | Learning and Brain Research
Curriculum for the Future Paper Due | TBA |

EMERGENCY PREPAREDNESS AND RESPONSE:

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be into the hall, turn right, and out the building's north doors.
- If that route is blocked, our secondary route will be into the hall, through the atrium into the old portion of the building, turn left and go down the stairs. From the bottom of the stairs on the first floor you have three options to leave the building; (1) take a left and go down the hall to the west entrance, or (2) you can take a right (heading east) and exit the building at the end of the short hall on the east side of the PJWEC; finally, (3) you can take a right and enter the circle area on the first floor and then either go left and out the north side of the building or go right and into the main atrium area where you will go past the Omni Globe and out either the east or west doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the east of the College of Education and Human Sciences – at least 300 feet from the building exit. Our indoor rally point is in McGill Hall Lobby. McGill Hall is east of the PJW College of Education and Human Sciences across the grass of Memorial Row. We should reconvene as a group at the appropriate rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.

- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- Please inform me if you possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

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APPENDIX A

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 B

Assignment

Paper Title

by

Your Name

790-XX-XXXX

Submitted to

William P. McCaw, Ed.D.

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

University of Montana
Autumn 2013

APPENDIX C-D
Assessment Rubrics

Assessment rubrics for all assignments will be developed within the course prior to the due date of the assignment.

APPENDIX E
Curriculum for the Future Paper Assessment Rubric

Component	Excellent to Exemplary 160-200 points	Good to Adequate 120-159	Unacceptable 0-119	Score
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Introduction	Has an informative introduction that articulates the curriculum	Has an introduction that articulates the curriculum	Not included	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Preparation and change for the community is considered	Includes comprehensive preparations that will be made to include the internal and external publics in the processes	Includes tangentially the preparations that will be made to include the internal and external publics in the processes	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
A Specific curriculum in identified	Identifies specifically the curriculum that they are addressing	Includes tangentially the curriculum that they are addressing	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Addresses the State and National (if any) Curriculum Guidelines/Benchmarks	Includes the State and National (if any) Curriculum Guidelines/ Benchmarks	Includes tangentially the State and National (if any) Curriculum Guidelines/ Benchmarks	Not included	
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>	
A look at more than one future option	Includes more than one option for the future projection	Includes tangentially more than one option for the future projection	Not included or minimally addressed	
	<u>20-25 Points</u>	<u>15-19 Points</u>	<u>0-14 Points</u>	
Support for inclusion of content areas with citations from the text and other resources	Includes citations from the text and other resources to support the inclusion of an area.	Includes only a few citations from the text and other resources to support the inclusion of an area.	Not included or minimally addressed	

	<u>20-25 Points</u>	<u>15-19 Points</u>	<u>0-14 Points</u>	
Support for exclusion of content areas from the text and other resources	Includes citations from the text and other resources to support the exclusion of an area.	Includes only a few citations from the text and other resources to support the exclusion of an area.	Not included or minimally addressed	
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>	
Diversity is addressed	Includes some information on the diversity of a class and how to accommodate	Includes only tangentially information on the diversity of a class and how to accommodate	Not included or minimally addressed	
	<u>16-20 Points</u>	<u>12-15 Points</u>	<u>0-11 Points</u>	
Differentiated instruction is addressed	Includes some information on how to differentiate the content	Includes only tangentially information on how to differentiate the content	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Digital-age is included	Includes knowledge of how the digital age will affect this curriculum	Includes only tangentially information on how the digital age will affect this curriculum	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Technology as integrated into the curriculum is addressed	If Technology will be integrated to enhance the curriculum	Includes only tangential information on how or if technology will be integrated to enhance the curriculum	Not included or minimally addressed	
	<u>12-15 Points</u>	<u>10-11 Points</u>	<u>0-10 Points</u>	
Humanistic components are included	Recognizes that the participants are human and how to establish relationships.	Includes only tangential information on the participants humanity and how to establish relationships	Not included or minimally addressed	