Educational Administration Tier 1 Program
Signature Assignment for EDAD 677A
Curriculum Critique

Student Learning Outcome(s) Assessed:

SLO #2: Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

Description of the Signature Assignment

Students are assigned or choose a curriculum and write a paper to provide an analysis, tell the story of how it came to be, put it in a policy context, and develop an evaluation using multiple data sources.

Directions for Students

You will be assigned a curriculum or you will choose a curriculum in your school. Write a paper that includes the following sections:

Curriculum Description
        Indicate the grade level span, subject area, and student group.
        Explain your personal identification with area chosen
        Explain how the curriculum is important to students at the school, state, national, and global level.

Program Standards
        Describe the Common Core State Standards (CCSS) associated with the curriculum
        Provide a brief explanation of the CCSS and the curriculum.
        Discusses whether the curriculum will help close the achievement gap

The story of the curriculum
        Write the story behind foundation of curriculum
        Suggest a problem that curriculum addresses
        Develop characters
        Bring development of the curriculum to life

Philosophy
        Use a framework to identify the philosophy of the program. For example: traditional, structure of the disciplines, experiential, behavioral, or constructivist.

Assessment design
        State the objectives of the curriculum.
        Identify tests to determine if the objectives are being met.
        Solicit views of parents, teachers, and students.
        Uses three measures of evaluation such as, teacher surveys, focus groups, parent interviews, test results, portfolios of student work.
        Explain how the curriculum aligned vertically and horizontally.

Data collection
        Collect data.
        Synthesize data from subgroups
        Analyze data based on objectives in the assessment design
        Present data clearly in appropriate format such as charts, graphs, quotations, diagrams.
        Develop conclusions,
        Make recommendations

Professional development plan

Design a professional development (PD) strategy for the curriculum to promote continuous school improvement.

Show how teachers are able to connect their teaching to the CCSS.

State how to assure that the program will be faithfully implemented.

Plan to give teachers a sense of ownership.

Specifies resources needed.

Develop a timeline.

Scoring Rubric:

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations
	3	2	1	0
Curriculum Description	Provides a clear and concise description of the curriculum. Explains personal identification with curriculum and provides a thoughtful rationale as to why it is important.	Provides a description of the curriculum. Explains personal identification with curriculum and states why it is important.	Missing one or more elements listed in the directions.	Writing is unclear and key elements are missing.
	3	2	1	0
Standards	Makes a precise connection to the Common Core State Standards (CCSS) and provides a cogent analysis as to whether the curriculum will help close the achievement gap.	Makes a connection to the Common Core State Standards (CCSS) and discusses the achievement gap.	Missing one or more elements listed in the directions.	Missing one or more elements listed in the directions.
	5-6	3-4	2	1
Story	Writes the story behind foundation of curriculum. Suggests a problem that curriculum addresses. Develops characters and brings development of the curriculum to life.	Writes the story of curriculum. Suggests a problem that curriculum addresses. Develops characters.	Missing one or more elements listed in the directions.	Missing one or more elements listed in the directions.
	3	2	1	0
Philosophy	Accurately explains the philosophy of the program and connects it to a broader framework.	Explains the philosophy of the program and connects it to a broader framework.	Missing one or more elements listed in the directions.	Missing one or more elements listed in the directions.
	4	3	2	1
Evaluation Design	States the objectives of the curriculum. Uses three measures that address achievement of students and opinions of multiple constituencies. Explains vertical and horizontal alignment.	States the objectives of the curriculum. Uses three measures of evaluation. Explains vertical and horizontal alignment.	Missing one or more elements listed in the directions.	Missing one or more elements listed in the directions.

	5-6	3-4	2	1
Data Collection	Analyzes Data based on objectives on the assessment design Presents data clearly Develops conclusions and makes recommendations based on the data	Analyzes and presents data, develops conclusions and makes recommendations	Missing one or more elements listed in the directions.	Missing one or more elements listed in the directions.
	4-5	3	2	1
Professional Development	Designs a professional development strategy that is likely to be faithfully implemented with a sense of ownership by teachers and a connection to the CCSS Elaborates on resources needed and timeline	Designs a professional development strategy and connects teaching to the CCSS Plans to give teachers a sense of ownership Specifies resources needed and develops timeline	Missing one or more elements listed in the directions.	Missing one or more elements listed in the directions.

Legend

Total Points	College of Education Assessment Scale Equivalent
27-30	4 (Exceeds Expectations)
23-26	3 (Meets Expectations)
19-22	2 (Meets Some Expectations)
7-18	1 (Does Not Meet Expectations)
< 7	0 (Can't Score)