

EDLD 6640: Curriculum Development Learning Outcomes

This course covers the principles of curriculum and instructional alignment, design, implementation, and evaluation. There is a strong focus on the foundations and history of curriculum inquiry and school reform, hidden curriculum, ideology, and culture as they affect the organization and administration of the scope and sequence of curricular offerings in educational institutions. Specific learning outcomes include:

- 1) Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs (NELP Building-Level Standard Component 4.1).
- 2) Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being (NELP Building-Level Standard Component 4.3).
- 3) Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems and assessment practices in a coherent, equitable, and systematic manner (NELP Building-Level Standard Component 4.4).

Below are additional details for each learning outcome/standard component, which can be used as ideas within a PLA portfolio, as taken from the NELP document: <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

NELP Standard Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the leadership of academic and non-academic programs
- Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems
- Evidence-based curricula, use of technology, and other supports for academic and non-academic programs
- Infrastructures for the ongoing support of academic and non-academic programs

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems
- Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non-academic programs

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the effective and ineffective assessment of student learning and well-being
- Research on assessment practices that are culturally responsive and accessible for each student
- Formative and summative measures of student learning and well-being
- Approaches to coordinating among assessments, instructional improvement, and educational service delivery

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research to evaluate the quality of formative and summative assessments of learning
 - implement formal and informal culturally responsive and accessible assessments of student learning
 - Interpret data from formative and summative assessments for use in educational planning
 - Cultivate teachers' capacity to improve instruction based on analysis of assessment data
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NELP Standard Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices
- Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being
- Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services
- Approaches and strategies for supporting faculty collaboration

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices
 - Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices
 - Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results
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