Assessment 7: Curriculum Design Prospectus Paper

Description of the assessment

Candidates need to give a statement of beliefs and curricular ideologies for educating urban students. This assessment requires candidates to apply advanced knowledge and skills related to curriculum and instruction for curriculum development for English Language Learners (ELLs) with disabilities. This assessment is completed in taking SPED 554: Curriculum Design for Exceptional Bilingual Students, offered in Summers.

How the assessment aligns with the standards cited

This assessment is aligned with CEC 1 Foundations, CEC 3 Individual Learning Differences, CEC 7 Instructional Planning and CEC 8 Assessment.

Candidates need to give a statement on their beliefs and curricular ideologies in educating urban students and how the historical points of views, laws and policies influence special education (CEC 1 Foundations). To describe specific curricular approaches, they need to demonstrate understanding of both general and special education curricula and research/theories that support the these curricula (CEC 7). In choosing and justifying particular curricular approaches for ELLs with disabilities, they need to address the factors of students (CEC 2 Development and Characteristics of Learners, CEC 3 Individual Learning Differences). The also need to demonstrate skills to create a model lesson for ELLs with disabilities that follows their own curricular ideologies (CEC 7). Candidate must develop appropriate assessment strategies to support the lesson objectives (CEC 8).

Analysis of Data

In 2008 and 2009, all 22 program candidates successfully completed the Curriculum Design Prospectus Paper. In Summer 2008, eleven candidates met or exceeded on all seven performance areas (5% met, 95% exceeded). In Summer 2009, eleven candidates met or exceeded all seven performance areas (14% meet, 86% exceed). The analysis of the two semesters' data indicates that students demonstrated stronger performance on the measurements of "curriculum prospectus overview" (CEC1) and "lesson overview" (CEC7).

Evidence for Meeting Standards

Candidates demonstrated their competencies by achieving the following CEC standards:

- Curriculum Prospectus Overview, CEC 1: all candidates exceeded this standard.
- Curriculum Prospectus Introduction, CEC 1, CEC 2 & CC 3: out of 22 candidates 90% exceeded, and 10% met the standards.
- Identification and Description of Specific Curricular Approaches, CEC 7: out of 22 candidates 86% exceeded, and 14% of them met the standard.
- Justification of Specific Curricular Approaches, CEC 7: out of 22 candidates 77% of them exceeded, and 23% met the standard.

- Lesson Overview, CEC 7: candidates exceeded this standard.
- Lesson Objectives, Lesson Activities and Materials, CEC 7: out of 22 candidates 91% exceeded, and 9% met the standard.
- Assessment Strategies and Sample Progress Indicators, CEC 8: out of 22 candidates 91% exceeded, and 9% met the standard.

Direction and Guideline:

This project consists three parts. In the first part, you must give a statement about 1) your beliefs in teaching, learning and learners, 2) instructional context of your learners, and 3) characteristics of your learners. Use Graves' Figure 3.1, Figure 2.1 and Figure 6.3 as prompts to guide your discussion.

The second part of this project consists of a description and justification of the major design features (building blocks) you will include as you design curriculum for your specific learners (age, disability, cultural and linguistic backgrounds).

The third part of this project is a model lesson that follows your design principles and is linked to standards and GLE/GSE's.

SPED 554 Rubric for the Curriculum Design Prospectus [35 Points]

Standards/Performance Indicators	Approaches Standards	Meets Standards	Exceeds Standards
Curriculum Prospectus Overview (Well-Artictulated Beliefs and Curricular Ideologies, Teaching Context, Learner Description) CEC 1	• The candidate demonstrates some understanding of current curriculum ideologies. • The candidate demonstrates some ability to articulate their beliefs about teaching and learning.	• The candidate satisfactorily accurately defines and describes current curriculum ideologies. • The candidate demonstrates a satisfactory ability to articulate their beliefs about teaching and learning.	• The candidate demonstrates superior understanding of and ability to describe current curriculum ideologies. • The candidate demonstrates superior ability to articulate their beliefs about teaching and learning.
Curriculum Prospectus Introduction (Description of Teaching Context, Learners) CEC 1 CEC 2 CC 3	• The candidate demonstrates some ability to describe their teaching context using some key information requested. • The candidate provides some information about their learners, however not all of the information requested is provided.	• The candidate demonstrates satisfacto ability to describe their teaching context using most of the key information. • The candidate provides all of the required information about their learners.	• The candidate demonstrates superior ability to describe their teaching context. • The candidate goes beyond the basic information requested about their learners, to provide other useful information that will aid in the construction of a highly responsive curriculum.
Identification and Description of Specific Curricular Approaches CEC 7	• The candidate attempts to identify at least 3 curricular approaches, however the approaches are not well labeled or described.	• The candidate identifies at least 3 curricular approaches and all approaches selected are well described and labeled.	• The candidate identifies more than 3 curricular approaches and all approaches are extremely well labeled and described.
Justification of Specific Curricular Approaches CEC 7	• The candidate attempts to justify the selected curricular approaches for their ELL learners, but the justification is lacking in some way.	• The candidate satisfactorily justifies the selected curricular approaches for their ELL learners with disabilities.	• The candidate provides a rich and well-argued justification for the selected curricular approaches for their ELL learners with disabilities.

Standard/Performance Indicators	Approaches Standards	Meets Standards	Exceeds Standards
Lesson Overview (Topic, Content Area and related GLE/GSE's and WIDA ELP Standards) CEC 7	• The candidate demonstrates some awareness of the topic(s) and content area(s) involved in their lesson. • The candidate lists some of the GLE/GSE's and ELP standards that would be relevant for the proposed lesson.	• The candidate demonstrates satisfacto awareness of the topic(s) and content area(s) involved in their lesson. • The candidate lists relevant GLE/GSE's and ELP standards or the proposed lesson.	• The candidate demonstrates superior awareness of the topic(s) and content areas involved in their lesson. • The candidate provides a comprehensive listing of GLE/ GSE's and ELP standards for the proposed lesson.
Lesson Objectives, Lesson Activities and Materials (Cross-referenced to the Selected Curriculum Approaches) CEC 7	• The candidate demonstrates some ability to write language and content lesson objectives. • The candidate plans activities but the activities are either not well-described or not well-aligned with the curriculum approaches selecte • Some materials are well selected.	• The candidate demonstrates satisfacto ability to write multifaceted lesson objectives. • The candidate plans and describes effective activities and they are well aligned with the curriculum approaches selected. • All materials are well selected for the curricular approaches named.	• The candidate demonstrates superior ability to write multifaceted lesson objectives. • The candidate plans a range of activities that are highly representative of the curriculum approaches selected. • All materials are very well selected for the curricular approaches named.
Assessment Strategies and Sample Progress Indicators CEC 8	• The candidate demonstrates some ability to assess learners' attainment of lesson objectives. • The candidate demonstrates some ability write sample performance indicators but they either do not represent all proficiency levels or they do not cover all lesson domains.	• The candidate demonstrates satisfactory ability to assess learners' attainment of lesson objectives. • The candidate demonstrates satisfactory ability to write sample performance indicators for all proficiency levels and all lesson domains.	• The candidate demonstrates superior ability to assess learners' attainment of lesson objectives. • The candidate demonstrates superior ability write sample performance indicators for their learners and lesson domains.

Name_____

Score 1 _____ Date_____ Score 2 _____ Date_____

Performance Areas/Standards	Summer 08 N=11			Summer 09 N=11			*Summer 10		
	Approacl	**Meets**	**Exceeds**	**Approacl**	**Meets**	**Exceeds**	**Approacl**	**Meets**	**Exceeds**
Curriculum Prospectus Overview CEC 1	0 0%	0 0%	11 100%	0 0%	0 0%	11 100%			
Curriculum Prospectus Introduction CEC 1 CEC 2 CC 3	00 0%	1 10%	10 90%	0 0%	1 10%	10 90%			
Identification and Description of Specific Curricular Approaches CEC 7	0 0%	1 10%	10 90%	0 0%	2 18%	9 82%			
Justification of Specific Curricular Approaches CEC 7	0 0%	1 10%	10 90%	0 0%	4 36%	7 64%			
Lesson Overview CEC 7	0 0%	00 0%	11 100%	0 0%	0 0%	11 100%			
Lesson Objectives, Lesson Activities and Materials CEC 7	0 0%	0 0%	11 100%	0 0%	2 18%	9 82%			
Assessment Strategies and Sample Progress Indicators CEC 8	0 0%	1 10%	10 90%	0 0%	2 18%	9 92%			
Overall Assessment of	0%	5%	95%	0%	14%	86%			

*Summer 10's data will be available in July 2010.