GSE Assessment Fair 2013

Ed.D. Educational Leadership Program
Ask a Question

**Question: Curriculum Mapping Project**

How do the content and key assignments of the First-Year Core Classes align with and support the identified Hallmarks of our Ed.D. graduates?

*For the purpose of insuring a consistent curriculum for the doctoral program.*
Data Collection Tools/Methods:

- Content Analyses of Syllabi for all courses
- Interviews with faculty who have taught the classes
- Completion of curriculum maps for each course aligning:
  - CPED Principles
  - GSE Conceptual Framework
  - Ed.D. Hallmarks
  - Course Learning Outcomes
  - Key Assignments
  - Content from each first year course
Data:

Analysis/Conclusions:
• So Far, much agreement between syllabi!
• Course titles and descriptions should be revised
• Some gaps identified

<table>
<thead>
<tr>
<th>Hallmarks of Ed.D. Graduates</th>
<th>GSE Conceptual Framework</th>
<th>Course learning outcomes</th>
<th>Key Course Assessments</th>
<th>Course content/concepts</th>
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<tbody>
<tr>
<td>Analyze problems of practice and use multiple frames to develop meaningful solutions</td>
<td>3.1 ensure all learners and clients succeed</td>
<td>• Examine theoretical perspectives on learning, especially behaviorism, constructivism, and critical theory and their role in practice.</td>
<td>Core paper draft—Learning section</td>
<td>How do we learn? What do we know? It isn’t as easy as it seems The Teaching and Learning Paradigm Theoretical Orientations: Positivist (behavioral), Constructivist, and Critical The What’s and Why’s The Science of Learning</td>
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<tr>
<td>Apply learning theory and research to improve student learning outcomes</td>
<td>3.1 ensure all learners and clients succeed 4.1 Candidates use evidence to address problems of practice &amp; make informed educational and therapeutic decisions</td>
<td>• Describe and critique historical and epistemological foundations of a variety of learning perspectives in and out of the school setting. • Conceptualize and apply the theories and practices learned to one’s own experiences</td>
<td>Readings, discussions, core paper draft Personal Learning Experiences paper(s)</td>
<td>Key assignments in general: Application of learning theory to Personal experience Draft of Core Paper, Learning Section Synthesizing Experience: presentation, informal writing, discussion Practico in: Writing Presentation Small group work</td>
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<td>Understand the policy-making process and how to influence policy to shape effective educational environments</td>
<td>3.3 influence policy and provide leadership for organizations</td>
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<td>Apply organizational theory and research to implement organizational change</td>
<td>3.3 influence policy and provide leadership for organizations</td>
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<td>Use inquiry methodology to analyze problems in practice and use data to drive decisions 4.1 to use evidence to address problems of practice and make educational and therapeutic decisions</td>
<td>2.1 critically analyze and implement research-based practices</td>
<td>• Frame, discuss, and critique scholarship in a specific area related to learning in one’s own field of interest, using research studies</td>
<td>Core paper draft—Learning section Practice writing</td>
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<td>Construct and apply knowledge in specialized area of expertise to make a positive difference in the lives of students, families, organizations, and communities</td>
<td>1.2 promote inclusive and therapeutic environments</td>
<td>• Describe and critique historical and epistemological foundations of a variety of learning perspectives in and out of the school setting.</td>
<td>Readings, discussions, core paper draft</td>
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<td>Ground decisions and actions in an awareness of equity, ethical and social justice issues imbedded in complex problems of educational practice</td>
<td>2.2 demonstrate appropriate professional knowledge, skills, &amp; dispositions</td>
<td>• Demonstrate the professional skills of effective small group communication and cooperation, written communication, critical thinking, workshop presentation skills, problem-solving, case analysis, and team building.</td>
<td>Discussion, presentation</td>
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<td>Foster and work within professional learning communities</td>
<td>1.1 work effectively with diverse populations</td>
<td>• Demonstrate the professional skills of effective small group communication and cooperation, written communication, critical thinking, workshop presentation skills, problem-solving, case analysis, and team building.</td>
<td>Synthesizing Information (presentation/paper/discussion) Discussion, presentation</td>
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<td>Demonstrate collaboration and communication skills to work with diverse communities and to build partnerships</td>
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Example curriculum map (partial):

ED 630
Action steps:

• Finalize the curriculum map for each course
• Identify if there are gaps in the curriculum where hallmarks are addressed minimally
• Identify where courses need to be modified
• Share final curriculum maps with faculty who are teaching Core courses to ensure that there is consistency across sections of a course.

Take Action
Follow up from 2011-12 action items:

- Continued work on the curriculum maps
- Finalized rubric for Core Paper to be field tested in Fall 2013