

Designing Purposeful and Coherent Leadership Preparation Curriculum: A Curriculum Mapping Guide



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This UCEA resource was produced as part of a commitment by UCEA to develop and share resources on effective educational leadership preparation.

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Cover photo of the faculty at Bank Street College of Education by Margaret Terry Orr

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Designing a Purposeful and Coherent Leadership Preparation Curriculum

The central features of effective leadership preparation programs are “a program philosophy and curriculum that emphasize leadership of instruction and school improvement,” “a comprehensive and coherent curriculum” aligned to research-based leadership standards, and the integration of program features that are centered on a consistent model of leadership and are mutually reinforcing (Darling-Hammond, Meyerson, La Pointe, & Orr, 2009).

We define curriculum broadly to include the full course of study for a program and the elements that comprise this, including program goals and objectives, learning objectives for discrete units or courses, content, pedagogy, and assessment strategies (Kelly, 2009; Tyler, 1949). A leadership preparation curriculum combines both coursework and field experience, and thus the program’s curriculum is threaded through both (Clark & Clark, 1996; Murphy, 2006; Taylor, Cordeiro, & Chrispeels, 2009; Young, Crow, Ogawa, & Murphy, 2009). A quality leadership preparation curriculum does the following:

- integrates important disciplinary theories and concepts;
- links disciplinary concepts to internship experiences;
- provides a logical array of coursework, learning activities, and program structures;
- frames content around the principles of adult learning theory and links theory and practice; and
- aligns to research-based leadership standards.

In recent years, state and national accreditations have required that leadership preparation programs be aligned with explicitly defined leadership standards, most typically the Interstate School Leadership Licensure Consortium (ISLLC) standards, upon which the Educational Leadership Constituent Council (ELCC) standards are based (National Council for Accreditation of Teacher Education, 2008; National Policy Board for Educational Administration, 2008). These standards provide a broad framework of expectations for leadership practice, as spelled out in their elements and indicators. Whereas most programs are not limited to just these standards in defining their program focus and content, most programs must reflect their content alignment in reporting on the program for accreditation review purposes (Murphy, 2003).

Faculty members have the greatest control and influence over the program’s curriculum and thus its purposefulness and coherence. Although a program’s curriculum spans both coursework and fieldwork, its curriculum is most clearly evident in its courses and the essential questions, content, instructional strategies, and assessments that are used.

This document is designed to facilitate curriculum mapping (Jacobs, 1997) or curriculum auditing (English, 1999) for program development, review, and continuous improvement. It outlines both a process and set of tools to aid program faculty in articulating and aligning leadership expectations and their program content and fostering program coherence. The

worksheets are a means of collecting curriculum information in ways that enable analysis around questions of standards alignment, content coherence, and relevance to program goals and priorities. The worksheets include suggested discussion questions to aid further analysis and problem solving. Faculty can use this process to guide new program development or to evaluate their existing program for renewal and revision. The worksheets can be used individually or as a set for program study. The worksheets are a means of documenting what is currently being implemented, identifying gaps and areas to strengthen, and reflecting on what the program could be.

We begin by defining the three most essential features of effective leadership preparation programs: having a program philosophy that clearly articulates a theory of action, having a strong curriculum focused on instruction and school improvement, and having well-designed and integrated coursework and field work. Next, we present eight worksheets as tools for faculty to use in program self-study. We conclude with a recommended timeline for engaging in curriculum review and using the worksheets.

Central Program Features as Organizing Principles

Program Philosophy as a Clearly Articulated Theory of Action

A program philosophy serves as more than just a vision statement. Highly effective programs are designed to reflect a clear set of principles about leadership and its development that reflect a theory of action. Darling-Hammond et al. (2009) found, in their study of exemplary leadership preparation programs, that having well-defined and well-integrated theories of action for learning was more likely to promote adult learning and leadership development and, in turn, produce graduates who are more effective as school leaders, engaged in school improvement work.

These principles or theories of action together represent the program theory of how the program's preparatory content, pedagogy, and experiences can best develop candidates into leaders (and how leaders can best facilitate quality teaching and learning for all children). Such a theory of action identifies the core concepts to be taught, the means by which learning is facilitated, and the nature of field experiences. The theory of action also spells out how these core concepts individually and collectively yield the intended candidate outcomes of quality leadership.

Strong Curriculum Focused on Instruction and School Improvement

A distinguishing program feature is a tight focus on the nature of instructional improvement and transformational leadership that guides both high-quality coursework and fieldwork. Such a focus is grounded in a conception of instructional leadership centering on teaching and learning that enable candidates to develop and evaluate curricula, use data to diagnose the learning needs of students, serve as a coach and mentor to teachers, and plan professional development. Such a focus also aims to develop transformational leaders who are able to "improve the school as an organization, develop norms and structures that support high quality

teaching and learning, enhance the capacity of the faculty to meet the needs of students, and implement reform strategies that will improve student outcomes” (Darling-Hammond et al., 2009, p. 54). Finally, such a curriculum would also develop leaders who can foster distributed leadership—as a means of combining instructional and transformational leadership—that enables candidates to build the capacity of teachers and other leaders to share responsibility for developing and supporting a professional culture whose work is focused instrumentally on improving teacher practice and student learning outcomes.

Well-Designed, Tightly Integrated Coursework and Fieldwork

Exemplary programs develop candidates’ knowledge and skills throughout the program, by integrating disciplinary theories and concepts and best practices in leadership and school improvement and by linking them to internship experiences. Exemplary programs organize coursework into a logical and developmental array of content and learning activities and use program structures based on adult learning theory principles.

Adult learning theory suggests that to be transformative, learning experiences must have purposeful content that uses strategies to maximize learning, learning transfer, and leadership identity formation (Darling-Hammond et al., 2009; Kaagan, 1998; Mezirow, 1997). Adult learners benefit from constructivist, problem-based approaches that make explicit the purpose of learning, acknowledge and build on prior experiences, provide practice in context, support self-directed learning, and require reflection.

Program activities provide a scaffold on which to construct new knowledge, offer opportunities that foster deep reflection, and help candidates link past experiences with newly acquired knowledge. Courses are problem-oriented rather than subject-centered, and offer multiple venues for applying new knowledge in practical settings. (Darling-Hammond et al., 2009, p. 57)

Coursework and fieldwork are integrated to expose candidates to concrete elements of real-world practice and develop their ability to understand, analyze, and systematically plan strategies for action. “Pedagogies such as case methods, action research, problem-based learning, and journaling support these connections” (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007, p. 109). Such integration encourages a more coherent and reinforcing connection between the development of knowledge and skills in coursework and their application and further development in field experience.

Examples From the Field

Darling Hammond et al. (2009) observed,

Instead of teaching academic content in separate courses, **Delta State University** faculty present critical theories and concepts of administration in an interdisciplinary fashion framed around the issues, events, and problems experienced during the year-long internship, which is integrated with other coursework through weekly seminars. A candidate’s experience handling a student discipline problem might be used to stimulate

an in-class examination of the principles of school law, IDEA [Individuals With Disabilities Education Act], conflict resolution, problem solving, time management, and school–community communications. (pp. 61–62)

At ***Bank Street’s Principal’s Institute***, the

curriculum is organized around a progressive vision for schooling that emphasizes teaching and learning as well as school reform and redesign. It includes coursework on adult development and staff development, curriculum development, team building and collaborative decision-making (“practices of democratic schooling”), school change and school redesign, and the role of the transformative leader. Coursework also includes foundations, research, supervision, law and the practical areas of policy, budget, technology, and communications. The program’s courses employ an inquiry model that requires candidates individually or in groups to research the theoretical supports for their current practice. Beginning in their first Foundations course, this approach uses the candidates’ school-based experiences to generate research questions and to encourage their use of research in their practice as school leaders. (Darling-Hammond et al., 2009, p. 57)

San Diego’s ELDA program, according to Darling-Hammond et al. (2009),

uses many of the same strategies to link experiential learning to relevant theory and research. The coursework is co-designed and co-taught by university instructors and district practitioners, and is linked directly to the internship. The thematic courses include Instructional Leadership and Supervision (two semesters), Human Relations for Leaders, School Leadership and Management, School Law, and Diversity. ... ELDA students view the courses as highly relevant to their needs, both because they often include problem-based learning cases and applied tasks, and because they are linked to the real-life demands of school level practice through the year-long internship. (60)

A Guide for Curriculum Mapping: Worksheets

Curriculum mapping consists of a series of steps to document, review, and revise curriculum (Jacobs, 1997). It uses templates or worksheets to extract information about curriculum elements. Its review is based on alignment to standards and relationship among courses or other learning experiences within a program.

The remainder of the guide presents a set of worksheets to support programs in developing and revising their content and learning experiences as well as evaluating the alignment to and effectiveness of their program theory. The worksheets are organized developmentally, from surfacing a program’s assumptions to reflecting on how such a theory is represented in courses and related field experiences. The guide also includes an example of how to develop more powerful learning experiences, as well as a set of reflective questions. The final worksheet is designed to guide faculty in developing a timeline for their program’s curriculum mapping and

review process. In all, the guide includes eight worksheets. They are laid out sequentially here but are best thought of as an ongoing cycle of inquiry, as shown in Figure 1.

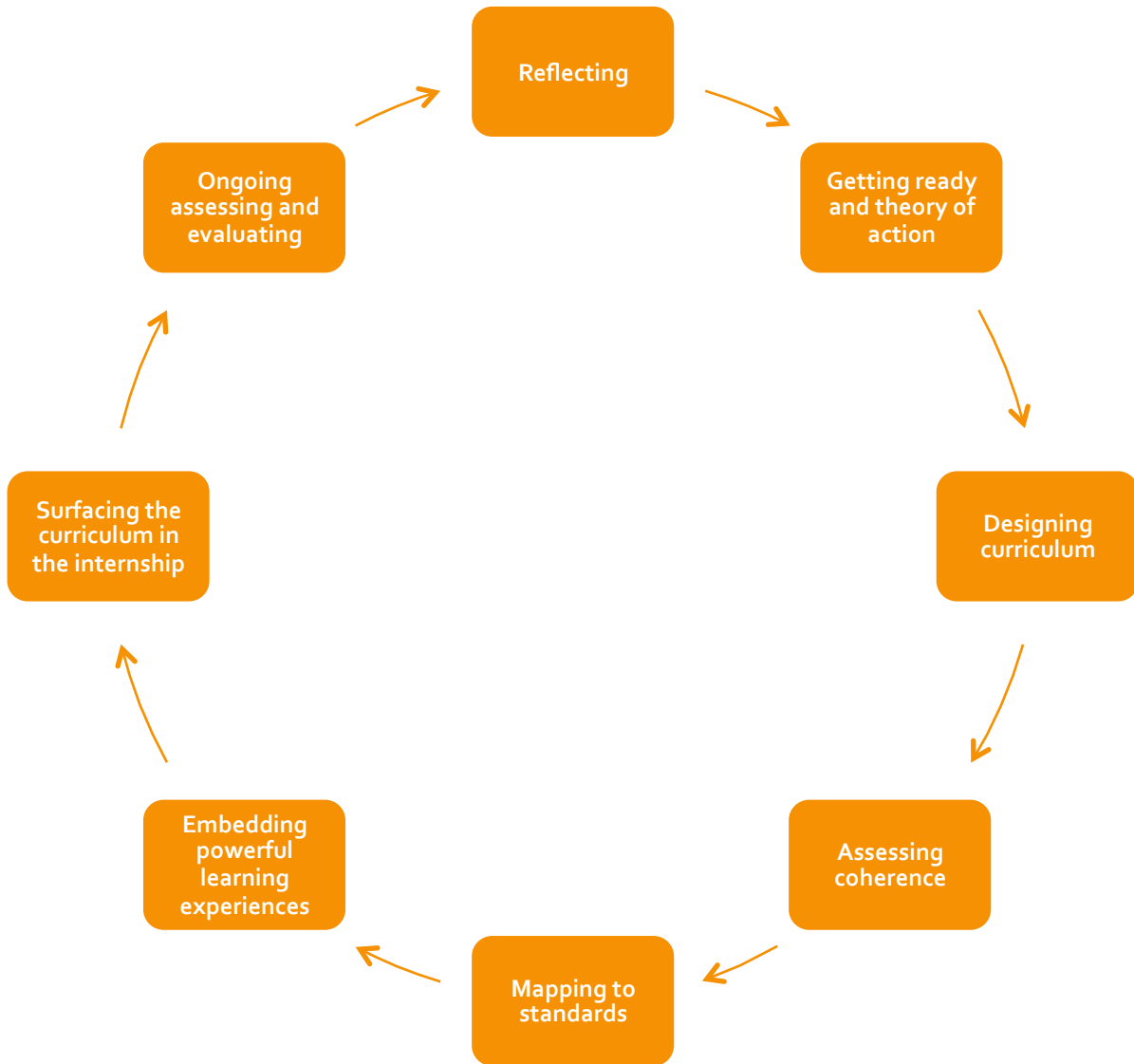


Figure 1. Curriculum mapping cycle.

These eight worksheets are the following:

- 1. Getting Ready:** Surfacing the program theory and assumptions about preparation and candidate outcomes
- 2. Designing Curriculum:** Initiating the curriculum development and design process
- 3. Assessing Coherence:** Creating a coherent leadership preparation program curriculum by mapping courses, readings and assignments

- 4. Mapping to Standards:** Mapping ELCC and ISLCC standards to courses and field experiences
- 5. Embedding Powerful Learning Experiences**
- 6. Surfacing the Curriculum Embedded in the Internship Experience**
- 7. Reflecting:** Faculty reflection questions on developing coherent curriculum and field experiences
- 8. Ongoing Process of Analysis, Development, and Evaluation**

It is suggested that all faculty members who are engaged in this process begin and end with Worksheet 7, which outlines overarching reflective questions. Faculty who are beginning a new program might do well by starting next with Worksheets 1, 2, and 5. They can follow with Worksheets 3, 4, and 6, to check their work against standards and evaluate the coherence and comprehensiveness of their program content.

Faculty members who are engaged in program review might begin with Worksheets 1, 3, 4, and 6 to outline and assess their current program curriculum. Then they can use Worksheets 2 and 5 as they take steps to improve the power and coherence of program content.

Since most programs are required to be aligned with the ELCC or ISLLC standards, we incorporate these standards here. Programs can substitute other standards as they pertain to their program registration and accreditation requirements or theory of action.

Finally, several of the worksheets are designed to facilitate reciprocal analysis and reflection. Some are designed to collect information by course (Worksheet 3) and by internship activity (Worksheet 6), asking for the standards that are aligned with this information. On the flip side, Worksheet 4 is designed to compile both course and internship information by standard to see how comprehensively and developmentally these are addressed.

Worksheet 1: Getting Ready:

Surfacing the program theory and assumptions about preparation and candidate outcomes

Below are discussion questions to help program faculty surface their program theory and the assumptions underlying the choices made in course requirements, assignments, field experiences, faculty, and assessments. The results should enable faculty to assess the degree of agreement between their espoused and enacted program theory and to evaluate the efficacy of their program theory against research, documented exemplary program models, current trends and priorities in educational leadership, or ideal program models.

What is the program's theory of leadership and its influence on school improvement?

What is the program's theory of action of how program features and experiences develop leadership capacity?

All programs have choices about content, assignments, field experiences, faculty, and assessment. The choices made reflect a program's theory of action and the tightness or integration of these choices reflects program coherence. To guide a program in auditing its focus and coherence, answer the following:

- a. What content is essential and why?
- b. What leadership theories undergird program content?
- c. What leadership standards guide the program and how?
- d. How are local school and district needs and priorities assessed and reflected in the content?
- e. Which instructional practices are essential, and how do they facilitate leadership development?
- f. What learning experiences are created, and how are these developmental?
- g. How are internships designed and supported to foster leadership development?
- h. What program supports (such as cohort structure, advisement, and alternative delivery formats) facilitate leadership development and how?
- i. What is the role of assessment in fostering leadership development?
- j. What are the knowledge, skills, and program commitments of core faculty? How do these inform and align to the program's focus?
- k. How does the program recruit faculty, and what values guide faculty recruitment and selection, as a means of pursuing the program's theory of action?

- I. What assumptions link these components (i.e., how do these components, taken together, effectively prepare leaders who reflect the program's core values)?

UCEA offers a rubric on effective program features (Young, Tucker, & Orr, 2012) that is aligned to these questions and provides a means by which programs can benchmark their current programs along each feature. Some states and regional associations, such as the Southern Regional Educational Board (2002) offer program standards and guidelines as well.

Worksheet 2: Designing Curriculum:

Initiating the curriculum development and design process

The development and use of a coherent, well-integrated program curriculum can be facilitated through the use of curriculum development tools, like Understanding by Design, which guides developers through an outcomes- and standards-based process. Below is a summary of Understanding by Design and available templates for curriculum work, as well as a set of curriculum design questions specific to the leadership preparation field.

Understanding by Design

A commonly used curriculum development and mapping approach is the Understanding by Design approach. According to the developers' website (Authentic Education, 2011):

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. (para. 1)

Developed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development, Understanding by Design is based on the following key ideas:

- A primary goal of education should be the development and deepening of student understanding.
- Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these six facets provide a conceptual lens through which teachers can better assess student understanding.
- Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent.
- Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.
- Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.

In practice, Understanding by Design offers

- a three-stage, "backward planning," curriculum-design process anchored by a unit design template;
- a set of design standards with attendant rubrics; and
- a comprehensive training package to help teachers design, edit, critique, peer review, share, and improve their lessons and assessments.

Support materials include the original *Understanding by Design* book (Wiggins & McTighe, 1998), which provides an in-depth look at the Understanding by Design framework, as well as a handbook, a study guide, and a three-part videotape series.

For a template, see Wiggins (2005):

<http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>

Key curricular design questions drawn from Understanding by Design for leadership preparation courses are the following:

What is the program goal and course goal?

What are the key understandings (e.g., big ideas)?

What are the essential questions of the field that this course addresses?

What are students expected to know and be able to do as a result of this course?

What performance tasks will students do to demonstrate their knowledge and understanding?

Worksheet 3: Assessing Coherence:

Creating a coherent leadership preparation program curriculum by mapping courses, readings and assignments

One step to answering the curriculum mapping questions is to map out a program’s courses and internship experiences. This process requires close interrogation of syllabi and learning resources that may reveal areas of alignment and possible misalignment between prior learning requirements and the program’s espoused theories of leadership. Program faculty should be prepared to review, revise, and when necessary abandon course assignments and other learning experiences that no longer support the program’s theory of action or the needs of today’s education leaders.

Below is a table for mapping courses, the standards, core readings, and assignments. It is followed by a set of reflective questions for faculty to use in evaluating program coherence and alignment to its espoused theories of leadership and preparation. How might this map help to uncover a program’s theory of action and coherence?

This course mapping is an initial step to outline what is currently in place in each program course. More in-depth inquiry and analysis on the developmental nature of the content and the competency development capacity of the assignments are outlined in additional worksheets that follow.

Mapping Courses: Topics, Instructors, ELCC/ISLLC Standards, Core Readings, and Assignments

#	Topics	Course title	Course instructors	ELCC/ISLLC standards						Core readings	Core assignments
				1	2	3	4	5	6		

Questions for Discussion

Courses:

What core content areas are priorities?

Faculty:

Which faculty member teaches the most in the program and what percentage of the courses?

What percentage of the faculty members are full-time clinical or tenure track? What percentage are adjunct?

ELCC or ISLLC standards:

Which standards are well covered and which are not?

To what extent do the courses and assignments build candidates' understanding of and demonstration of competency in standards (i.e., do several courses all address one standard)?

Do the courses work together progressively or developmentally?

Core readings:

What leadership theories are candidates offered?

How much of the readings are technical, theoretical, or empirical in nature? How do these relate to the program's theory of leadership?

To what extent do readings engage candidates in connecting core research with the leadership skills necessary to support recommended practices?

Core assignments:

What skills do core assignments develop?

How are candidates asked to measurably demonstrate competency?

How do these relate to the program's theory of leadership and its development?

Worksheet 4: Mapping to Standards:

Mapping courses and field experiences to ELCC or ISLLC standards

Key to effective programs is clearly articulated alignment to core standards. Using the table below, list the courses that correspond most strongly to developing each standard. Unlike Worksheet 3, the purpose of this worksheet is gathering evidence for a holistic review of how each standard is reflected in courses and field experiences. This includes estimating the number of hours that candidates typically spend on that standard area and the type of internship activities that they complete, to enable program faculty to evaluate the depth to which each standard is developed in the program and the level of application for candidate competencies.

The 2008 ELCC standards offer suggestions on knowledge, skills, and competencies associated with each standard. It is suggested that program faculty review the individual items beneath each ELCC standard and other applicable state or national standards, rather than only addressing alignment with the six core standards generally. Note: technology standards for teachers and educational leaders and state-specific leadership standards have been adopted by some states. Programs may also wish to incorporate these and additional standards in this analysis process.

Mapping to Standards

Standard	List courses in which standards-related leadership skills are strongly developed	Estimate # of Internship hours devoted to leadership development by standard	List typical internship activities that are strongly related to this standard	Identify how candidate's progress toward standard is assessed
1				
2				
3				
4				
5				
6				
Other notes				

Worksheet 5: Embedding Powerful Learning Experiences

One means of developing leadership in our programs is to ensure candidates engage in “powerful learning experiences.” The University Council of Educational Administration (UCEA), through their urban curriculum initiative, developed a definition of a powerful learning experience (see <http://www.ucea.org/lSDL-preparation-modules-new>). According to their definition, the key features are as follows:

- Is authentic, meaningful, relevant, and problem-finding
- Involves sense-making around critical problems of practice
- Explores, critiques, and deconstructs from an equity perspective (race, culture and language)
- Requires collaboration and interdependence
- Develops confidence in leadership
- Places both the professor and student in a learning situation
- Empowers learners and gives them responsibility for their own learning
- Shifts perspective from the classroom to school, district, or state level
- Has a reflective component

Begin by mapping out and evaluating the program’s core assignments and learning experiences against these nine features.

Mapping Powerful Learning Experiences

#	Course title	Core assignments/ learning experiences	Assessment of these as powerful learning experiences (How well does each assignment reflect the 9 criteria? Where are gaps or missing features?)

Next, evaluate these assignments or learning experiences by considering the following questions:

To what extent are the core program assignments powerful learning experiences?

How well do these experiences reflect the program's theory of action and leadership assumptions?

How have faculty assessed the efficacy of each powerful learning experience?

How have faculty assessed students on the transformational quality of each powerful learning experience, while in the program? After program completion?

What could be done to improve the "power" of these assignments?

What other assignments or learning experiences could be more powerful?

Which stakeholders can be engaged to assist in the development of powerful learning experiences?

Finally, think about ways in which these learning experiences can be improved or new experiences developed. Below is a template for developing or revising a core learning experience or assignment as a powerful learning experience. Use the template to map out each assignment or learning experience. Use the nine features as a guide on where and how to increase the "power" of each as a transformative learning experience.

Powerful Learning Experience Template

Title	
Theory of Action Statement: (“If ..., then ...”)	
Purpose/Learning Outcomes (What will participants know, be able to do, apply as a result of this process?)	
Alignment to ELCC and ISLLC Standards	
Brief Description of Final Product, Project, or Assessment	
Key Lesson Components or Processes (Steps to achieve learning outcomes)	
Relation to Internship or Field Experience	
Reflective Component (In what ways will learners assess their own growth and draw upon deeper understandings?)	
Evaluation Method (How will successful completion be determined? Who will be involved: instructor, district personnel, other?)	
Resources, Materials, Readings	
Technology Integration	
Course/Content Connections (What courses or content will this powerful learning experience enhance?)	

Worksheet 6: Surfacing the Curriculum Embedded in the Internship Experience

A quality, rigorous internship that is aligned to the program’s coursework and supervised by experienced and effective school leaders is “critically important to helping principal [candidates] learn to implement sophisticated practices” (Darling-Hammond et al., 2009, p. 17). Such internships are characterized by

- *ongoing reflection, supported by an experienced and effective supervisor or mentor;*
- *projects meaningfully related to the complex and integrated nature of principal work (rather than discrete tasks or activities not centered on improving instructional practice);*
- *integration with coursework, strengthening transfer of learning from classroom to application in the field of knowledge and skills;*
- *alignment with guiding standards (ELCC and ISLLC) and program values; and*
- *ongoing, individualized assessment to support development.*

The purpose of this worksheet is to look at the curriculum in the internship experiences and evaluate its alignment to the program theory and core content. Faculty would begin first to map out the core internship projects and experiences considered essential to leadership development, considering how these relate to the standards, the relevant coursework strands, and specific course assignments embedded in the internship.

Mapping Internship Experiences

Primary internship projects/experiences	ELCC/ISLLC standards	Course alignment with internship experiences	Course assignments embedded in internship

Reflective Questions

What are the core internship assignments or experiences?

With what standards are these aligned?

What courses are linked to these internship experiences? How explicitly are these linked?

What course assignments are field based? How are these related to standards and other internship assignments?

To what extent do these assignments extend the leadership development goals and objectives of the program?

Taken together, how do these internship experiences reflect the overarching program theory?

Worksheet 7: Reflecting:

Faculty reflection questions on designing coherent curriculum and field experiences

As faculty work through the curriculum development or revision process, it is important to stop and reflect upon the program's stage of development and the process itself. Below are some discussion questions for such a reflection.

What is the program's current stage of curriculum/program development or revision?

Which faculty have the time, capacity, and research interest to engage in and sustain this work?

Who in your schools, districts, and broader college or university community could inform the curriculum development or revision work?

How could more intentional partnerships with local schools and districts add to the program's theory of leadership development, content, and instruction?

What challenges exist in fostering program coherence around key leadership theories and assumptions?

What challenges are anticipated in the curriculum development or revision work?

What questions do faculty have so far?

Where would faculty like guidance?

What are the faculty's next steps?

Worksheet 8: Ongoing Process of Analysis, Development, and Evaluation

Curriculum development and revision should occur on a regular basis to align program purposes and content to new developments in the field; refresh content, readings, and learning experiences; and check on potential program drift that can occur over time. We recommend that faculty develop a timeline for periodic review with proscribed objectives for each stage. The following template can be used. A sample timeline addresses the suggested process and includes program evaluation as well.

Semester	Year 1	Year 2	Year 3
Fall			
Spring			
Summer			

Sample Program Timeline

Semester	Year 1	Year 2	Year 3
Fall	Surface program theory and assumptions and declare a theory of leadership.	Develop and deploy district partners' needs assessment(s) and identify representative stakeholders. Investigate new field developments.	Develop and conduct program evaluation to ascertain impact on leadership and school practices as well as student and teacher outcomes.
Spring	Explore Understanding by Design, adult learning theory, and relevant research on leadership development.	Begin revising courses, content and related experiences.	Review theory of leadership in light of program evaluation and ongoing research on leadership and effective practices.
Summer	Map current curriculum, learning resources, and internship requirements to determine program coherence and alignment to ELCC standards.	Develop powerful learning experiences to be embedded in coursework. Continue course revision. Engage partner districts to review course syllabi and learning experiences for input and direction.	Repeat curriculum mapping and program coherence process to ensure alignment to candidate learning needs, ELCC standards, and any program revisions.

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This UCEA Resource was produced as part of UCEA's Preparation Tool Kit Series and represents a commitment by UCEA to develop and share resources on effective educational leadership preparation. Other resources in the UCEA Preparation Tool Kit Series include:

Institutional and Program Quality Criteria: Guidance for Master's and Doctoral Programs in Educational Leadership, 2012.

Developing Evaluation Evidence: A Formative and Summative Evaluation Planner for Educational Leadership Preparation Programs, 2010.

Assessing the Preparation Needs of District Partners, 2012.

Curriculum Mapping Guide, 2012.

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Designing and Utilizing Performance Assessments to Enhance Learning and Development, forthcoming.

The Research Base Anchoring the Interstate School Leadership Licensure Standards, forthcoming.

Recruiting and Selecting Candidates for Educational Leadership, forthcoming.

Developing Powerful and Sustainable Partnerships with Districts

The School Leadership Preparation and Practice Suite of Surveys

The Program Features Survey

The Leadership Candidate Survey

The Alumni Survey

The Teacher Survey

You can find out more about educational leadership preparation, program evaluation and program improvement by visiting UCEA's website at www.ucea.org.

About UCEA

The University Council for Educational Administration (UCEA) is an international consortium of universities that offer doctoral programs in educational leadership and administration and are marked by a distinguishing commitment and capacity to lead the field of educational leadership and administration. UCEA has a single standard of excellence for membership: Superior institutional commitment and capacity to provide leadership for the advancement of educational leadership preparation, scholarship, and practice consistent with UCEA's established mission. UCEA's mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools. UCEA fulfills this purpose collaboratively by

- promoting, sponsoring, and disseminating research on the essential problems of practice;
- improving the preparation and professional development of school leaders and professors; and
- influencing policy and practice through establishing and fostering collaborative networks.

UCEA encourages membership among universities with the capacity and commitment to participate in research, development, and dissemination activities toward the ends of improving preparatory programs and solving substantial problems in educational leadership and administrative practice. Approximately 1,300 professors in 96 member institutions and over 1,000 additional faculty affiliates are involved in various aspects of the UCEA program.

UCEA headquarters are currently located in the University of Virginia's Curry School of Education. The phone number is (434) 243-1041. For more information visit www.ucea.org.

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