

Educational Leadership Key/SPA Assessment #3 in J500

The Rigorous School Curriculum Design Project

a. A brief description of the assessment and its use in the program:

The Rigorous Curriculum Design Model has proven to be effective in school districts across the United States (U.S.). It serves as a road map so that educators may design a progression of units of study that keep standards, instruction, and assessment tightly focused and connected. This assignment resides in J500, one of the first courses in the Master's and Licensure program in Educational Leadership. The course defines curriculum and instruction and their impacts on social contexts, learning theories, and schooling practices. Elementary and Secondary contexts are studied.

Learning Outcomes:

Applicable to every grade, course, and content area - and all sets of standards, the candidate will be able to:

- Create a rigorous curriculum and develop strategies to create sequence, and pace such a curriculum.
- Identify the foundational steps for designing a rigorous pre - k - 12 curriculum.
- Design a grade or course specific curricular unit of study, from start to finish.
- Develop formative assessments and data analysis to guide instruction before, during, and after each unit
- Develop a model curriculum for a leader to organize, implement, and sustain throughout the school and/or system; Additionally,

Candidates will be required to:

- Prioritize the standards
- Decide on curricular units of study
- Assign the standards - priority and supporting
- Prepare a pacing calendar
- Customize the unit Planning organizer

b. A description of how this assessment specifically aligns with the standards it is cited for.

Cite SPA standards by number, title, and/or standard wording:

A rigorous curriculum is an inclusive set of intentionally aligned components - clear learning outcomes with matching assessments, engaging learning experience and instructional strategies - organized into sequenced units of study that serve as both the detailed road map and the high-quality delivery system. This project demonstrates candidate's instructional leadership skills in working with district and school personnel on issues of instruction, curriculum, culture and professional development within the school. It addresses NELP Standards 1.2, 2.1, 2.2; 3.3; 4.1, 4.2, 4.3, 4.4 and 7.1, 7.2, 7.4.

c. The directions given to candidates:

Candidates will design the curricular unit of study with these requirements:

- i) Use the template linked below to complete your Rigorous Curriculum Design (RCD) Unit

[Rigorous Curriculum Design Unit Template](#)

- 1. Unwrap the priority standards (NELP 4.1)
 - a. Skills, content
 - b. Big Ideas & Essential Questions
 - c. Learning intentions & Success criteria
 - 2. Demonstrate collaboration and cultivation of ethical decisions and professional norms (NELP 2.2, 2.2)
 - 3. Create Unit assessment (NELP 4.4)
 - 4. Plan engaging and culturally relevant learning progressions & experiences (2.1, 3.3, 4.1)
 - 5. Recommend instructional strategies (NELP 4.2)
 - 6. Recommend technology strategies that demonstrate digital citizenship (NELP 2.1, 4.1)
 - 7. Detail the Unit Planning Organizer (NELP 4.2)
 - 8. Intentionally plan and administer the unit of study (NELP 4.4)
- ii) Create a presentation to reflect on the Implementation of the Instructional unit.

Create a presentation on the planning and the implementation of the RCD unit that reflect the above bulleted points. Include artifacts (assessments, engaging tasks, use of technology, integration of culturally responsive strategies and any valuable resources/links). Identify areas you thought were the strengths of the unit and areas you thought could be improved. Identify at least three (3) takeaways that you learned from this curriculum work. NELP 1.2, 2.1, 2.2; 3.3; 4.1, 4.2, 4.3, 4.4; 7.1, 7.2, 7.4

d. The scoring guide/rubric for the assessment:

36 points

Standard and skill	5 Exceeds Target	4 Meets Target	2 Approaching Target
	The candidate’s work meets the standard to the degree of being prepared to independently develop and	The candidate’s work meets the standard to the degree of being prepared to develop and implement this curriculum project	The candidate’s work does not adequately meet the requirements of the standards for this project and has not demonstrated being

	implement this curriculum project	with assistance from a mentor or supervisor	adequately prepared to develop and implement this curriculum project
Orientation/ Induction			
NELP 1.2 Candidate understands and demonstrates the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	Candidate demonstrates comprehensive understanding and the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	Candidate demonstrates sufficient understanding and the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	Candidate demonstrates limited understanding and the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
Ethics and Norms			
NELP 2.1, 2.2 Candidate models professional norms (could include equity, digital citizenship, diversity, inclusiveness, and belief each child can learn)	Candidate consistently models professional norms (could include equity, digital citizenship, diversity, inclusiveness, and belief each child can learn)	Candidate models professional norms (could include equity, digital citizenship, diversity, inclusiveness, and belief each child can learn)	Candidate does not consistently model professional norms (could include equity, digital citizenship, diversity, inclusiveness, and belief each child can learn)
Equity, Inclusiveness, and cultural responsiveness			

NELP 3.3 Candidate understands and demonstrates the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff	Candidate demonstrates comprehensive knowledge and capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff	Candidate demonstrates knowledge and capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff	Candidate demonstrate limited knowledge and capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff
Learning & Instruction			
NELP 4.1 Candidate develops rich curricula	Candidate demonstrates comprehensive understanding and the capacity to develop rich curricula	Candidate demonstrates understanding and the capacity to develop rich curricula	Candidate demonstrates limited understanding and capacity to develop rich curricula
NELP 4.2 Demonstrates the ability to develop academic instructional practices and resources	Candidate demonstrates comprehensive knowledge and ability to develop academic instructional practices and resources	Candidate demonstrates knowledge and ability to develop academic instructional practices and resources	Candidate demonstrates limited knowledge and ability to develop academic instructional practices and resources
NELP 4.3 Cultivates teachers' capacity to improve instruction based on analysis of data	Candidate demonstrates comprehensive knowledge and understanding to cultivate teachers' capacity to improve instruction based on analysis of data	Candidate demonstrates knowledge and understanding to cultivate teachers' capacity to improve instruction based on analysis of data	Candidate demonstrates limited knowledge and understanding to cultivate teachers' capacity to improve instruction based on analysis of data
NELP 4.4 Uses research and evidence to design	Candidate demonstrates comprehensive	Candidate demonstrates understanding and	Candidate demonstrates limited

and implement strategies (PD) to improve coordination and coherence among the school's curriculum, instruction, and assessment.	understanding and the capacity to use research and evidence to design and implement strategies (PD) to improve coordination and coherence among the school's curriculum, instruction, and assessment.	the capacity to use research and evidence to design and implement strategies (PD) to improve coordination and coherence among the school's curriculum, instruction, and assessment.	understanding and the capacity to use research and evidence to design and implement strategies (PD) to improve coordination and coherence among the school's curriculum, instruction, and assessment.
Building professional capacity			
NELP 7.2 Models and fosters effective communication	Candidate demonstrates comprehensive knowledge and understanding to model and foster effective communication	Candidate demonstrates comprehensive knowledge and understanding to model and fosters effective communication	Candidate demonstrates limited knowledge and understanding to model and foster effective communication
NELP 7.4 Shares the system used to monitor instruction and assessment to promote student learning	Candidate demonstrates comprehensive knowledge and understanding to share the system used to monitor instruction and assessment to promote student learning	Candidate demonstrates knowledge and understanding shares the system used to monitor instruction and assessment to promote student learning	Candidate demonstrates limited knowledge and understanding share the system used to monitor instruction and assessment to promote student learning
Professional Development			
NELP 7.1 Evaluates school's professional staff capacity needs	Candidate demonstrates comprehensive knowledge and understanding to evaluate school's professional staff capacity needs	Candidate demonstrates knowledge and understanding to evaluate school's professional staff capacity needs	Candidate demonstrates limited knowledge and understanding to evaluate school's professional staff capacity needs

<p>NELP 7.2 Develops and engages the staff in collaborative professional culture designed to promote school improvement</p>	<p>Candidate consistently develops and engages all staff in the collaborative professional culture designed to promote school improvement</p>	<p>Candidate develops and engages some of the staff in collaborative professional culture designed to promote school improvement</p>	<p>Candidate does not consistently develop and engage all staff in collaborative professional culture designed to promote school improvement</p>
<p>Reflection presentation</p>			
<p>NELP 2.1 Reflects upon the ability to facilitate this curriculum process. Describes how this instructional process is critical in the role of being an instructional leader.</p>	<p>Candidate demonstrates comprehensive knowledge and understanding to reflect upon the ability to facilitate this curriculum process. Consistently describes how this instructional process is critical in the role of being an instructional leader</p>	<p>Candidate demonstrates knowledge and understanding to reflect upon the ability to facilitate this curriculum process. Describes how this instructional process is critical in the role of being an instructional leader</p>	<p>Candidate demonstrates limited knowledge and understanding to reflect upon the ability to facilitate this curriculum process and does not consistently describe how this instructional process is critical in the role of being an instructional leader</p>