This course supports the assessment for Curriculum Evaluation. The course covers 5 competencies and represents 2 competency units.

Introduction

Overview
Curriculum Evaluation focuses on exploring evaluation systems and student data to determine the effectiveness of curriculum. It also focuses on differentiating curriculum based on student data.

Evaluating curriculum is a critical part of designing and developing curriculum. Evaluation means that educators receive information (e.g., data from assessments, student-teacher surveys, standardized data) and use the information to make more informed decisions regarding content, instructional strategies, learning activities, and other resources to improve student achievement. In K–12 educational settings, the Every Student Succeeds Act (ESSA) insists upon higher educational standards; therefore, educational systems rely heavily on classroom educators to evaluate curriculum and instruction. ESSA also influences instructional settings outside K–12 education, increasing the use of standards and data-driven decision making.

In order to effectively evaluate curriculum, it’s important to understand the difference between “curriculum” and “instruction.” It is important for you to know the following terms and their meanings as they relate to curriculum and instruction.

- **Curriculum design**
  Design models that address what is taught in various instructional settings and that include materials, content, and performance objectives.

- **Instructional design**
  Design models that address the practice, including processes, of instructing and imparting knowledge.

- **Curriculum content**
  Content that is being taught (e.g., the content regarding the Revolutionary War, the content in the Declaration of Independence).

- **Instruction**
  Pedagogy (teaching/instructional methods)

- **Curriculum strategy**
  Any plan of action or method of crafting curriculum content and instruction.

Getting Started
In this course you will investigate the different methods of evaluating curriculum. Using these methods, you will conduct a curriculum evaluation and recommend changes to address issues you identify. Then you will identify strategies for implementing the changes. The resources you will use are in the Soomo learning environment, linked within the course. You will also use an e-text to supplement your learning. You will complete a performance assessment to demonstrate your competency in this subject.
Competencies
This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 509.6.1: Evaluation of Curriculum Models**
  The graduate critiques various curriculum evaluation methods, assessing their strengths, weaknesses, effectiveness, and applications.

- **Competency 509.6.2: Evaluating Curriculum Effectiveness**
  The graduate evaluates the effectiveness of curriculum based on intended outcomes, adherence to curriculum and instructional design principles, and appropriateness for the context for which the curriculum was developed.

- **Competency 509.6.3: Recommending Changes to Curriculum**
  The graduate recommends changes to curriculum that effectively address a wide variety of issues or challenges.

- **Competency 509.6.4: Implementing Curricular Changes**
  The graduate develops strategies for the implementation of recommended changes to curriculum that ensure maximum effectiveness.

- **Competency 509.6.5: Evaluating Modifications to Curriculum and Instruction**
  The graduate evaluates the result of modifications to curriculum and instruction to determine the effectiveness and appropriateness for future use.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Course Instructor Assistance
You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success
The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course.

In some of the resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). For additional information, please visit the following links from the U.S. Department of Education:

- Webinar recording
- Read about ESSA
- Fact sheet on ESSA
- Transition Letter

Automatically Enrolled Resources
You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

**Soomo Learning Environment**
The following learning environment will be utilized as the primary learning resource for completion of this course:

- Curriculum Evaluation

This learning environment will contain links at the activity level to the following additional learning resources:

**Cengage E-Texts**


**VitalSource E-Texts**


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.*

[VitalSource Navigational Video](#)

[VitalSource Navigational Video](#)

**Print-On-Demand Option**

**Pacing Guide**
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 1**

- Preparing for Success
- The Big Picture in Your Classroom
- Systems of Evaluation in Curriculum and Instruction

**Week 2**
- Objectives, Taxonomies, and Standards
- Instructional Planning
- Complete Task 1

Week 3

- Sequencing and Organizing Instruction
- Complete Task 2

Week 4

- Complete Task 3

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Evaluating Curriculum

While a curriculum can provide a basic framework for the content that is taught in any instructional setting (e.g., sets of materials, content, sets of performance objectives), curriculum alone cannot completely address the needs of all learners in an instructional setting; you must also evaluate its effectiveness. In this subject, you will have the opportunity to take curriculum from your instructional setting and evaluate its effectiveness according to various sources of student data.

While completing tasks related to the competencies in this section of the course, you will be asked to address curriculum design models such as those you learned about in Curriculum Design, the course prior to this one in the MSCIN program’s standard path of coursework. To refresh your understanding of curriculum design models, you may wish to revisit section 1.3 in Curriculum Design in Soomo.

Frames of Reference for Teaching

The American public believes that public education provides students with the knowledge and skills to be successful. Not all individuals, however, profit from public education. Reasons vary, from language issues, economic factors, learning styles, etc. What factors do you consider when evaluating curriculum for your instructional setting? The following assignments will provide you with the key contexts of teaching that will place demands on your work.

Learning Activities for Frames of Reference for Teaching

Complete the readings, activities, and quizzes for the following section of the Curriculum Evaluation learning environment:

- Frames of Reference for Teaching

The Big Picture in Your Classroom

What factors do you consider when evaluating curriculum and instruction? Do you consider only the content and/or skills learned, or do you take the “big picture” of your classroom into consideration? The following assignments will provide with you with the knowledge and skills of
taking a holistic view of instruction, considering three perspectives on instructional decision making and looking at educational equity as the big picture.

Learning Activities for The Big Picture in Your Classroom

Complete the readings, activities, and quizzes for the following section of the Curriculum Evaluation learning environment:

- The Big Picture in Your Classroom

Objectives, Taxonomies, and Standards

Evaluating curriculum and instruction requires evaluating major components in lesson design. The following assignments will provide you with the knowledge and fundamental tools such as taxonomies, objectives, and standards for evaluating curriculum and instruction.

Learning Activities for Objectives, Taxonomies, and Standards

Complete the readings, activities, and quizzes for the following section of the Curriculum Evaluation learning environment:

- Objectives, Taxonomies, and Standards

Instructional Planning

Deciding what content to teach is a very important part of curriculum and teachers spend a considerable amount of time deciding on textbooks, curriculum guides, learning activities, etc. The following assignments will provide you with the knowledge and practical application of using instructional planning procedures and other factors for consideration for instructional planning.

Learning Activities for Instructional Planning

Complete the readings, activities, and quizzes for the following section of the Curriculum Evaluation learning environment, then complete Task 1. Performance assessment tasks are located in Taskstream and can be accessed from the Assessment tab. If you find that your work is in need of revision, please schedule a meeting with your course instructor.

- Instructional Planning

Sequencing and Organizing Instruction

What is sequencing, and how does it facilitate the development and evaluation of instruction? The following assignments will provide you with the knowledge and skills for developing and evaluating a logical plan for sequencing instructional activities that will help students master a body of knowledge or discipline in an organized way.

Learning Activities for Sequencing and Organizing Instruction

Complete the readings, activities, and quizzes for the following section of the Curriculum Evaluation learning resource, then complete Task 2.
Systems of Evaluation in Curriculum and Instruction

Beside the various sources of student data that educators use in evaluating curriculum, this topic introduces more formal systems of evaluation that you can use to effectively evaluate the design and development of curriculum. You will use various instructional settings as they explore and apply the various stages and components of formally designing and developing curriculum.

After you have completed the following activities, reflect on the information you learn and write your thoughts in your study notes for this course. The notes you take will be a great resource to review prior to taking the assessments.

Systems of Evaluation in Curriculum and Instruction

The focus of this topic is evaluation of instruction. Did the learner master the learning objectives? The following assignments will provide you with the knowledge and practical application of analyzing instructional systems of evaluation in various educational settings.

Learning Activities for Systems of Evaluation in Curriculum and Instruction

Complete the readings, activities, and quizzes for the following section of the Curriculum Evaluation learning environment, then complete Task 3.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.