Your final project is to develop a **research-based argument** for a new curriculum. Your research efforts and the reasons you develop are to be used in **two ways** in the final project for this course.

**Task #1**
You are to write a research paper that supports and develops your proposal. In this paper you will present:
1. your curriculum plan,
2. the research that supports your idea,
3. your response to any possible objections,
4. the sequence of events or conditions that would make the proposal a reality,
5. include evaluation of the new curriculum. This paper has a maximum of 10 pages, exclusive of bibliography. APA formatting is required.

**Due Date**
This paper is due 3 weeks before the final class period. This draft will receive comments and a grade and will be returned in time for minor corrections that an improve the grade received. Note that there will not be time for major corrections—the submitted paper should be complete in terms of development and research.

Final papers are due at the class hour. Any student not completing work by this date is responsible for registering for an "Incomplete" in the course. Failure to do so will result in a grade of "F."

**Task #2**
Your research-based argument for a new curriculum is to be used as the basis for a presentation to a mock "community" that is considering new curriculum proposal—a scenario that could easily be enacted at a local school board meeting.

Your presentation should include a problem (a deficit, a need for change, etc.), the specific program you would like to have take place (who it involves, students, and teachers; materials; training; evaluation; on-going support, etc.) and summarizing statements that indicate the strengths and even the limitations of the proposal.

Your presentation will be heard by a mixed audience, as your fellow students assume the roles of administrator, business leader, etc. The attached rating sheets will remind them of their concerns and interests as they hear your proposal. They will be asking questions that reflect those interests—even if those interests are sometimes biased and prejudicial. Your research and arguments will come into focus as you answer these questions.

You are encouraged to **make your presentation a group effort**. Information will be shared about interests in class, so that you can find others whose new ideas "fit" with yours. Members of a group can plan a joint presentation of their proposals, share the responsibility for responses to the audience, and share mutually useful research information. However, individual presentations are welcomed in Task #2—you do not have to be in a group.

Class time will be provided for individuals and groups to work on their presentations. Each student will have **20 minutes** for a presentation. Group presentations will be calculated on 20 minutes times the number of group members. A sign-up sheet will be circulated for the presentation times.

**Class Responsibility**
You not only have to develop a proposal, you are required to be an active listener to the proposals developed by your peers. Your "activity" involves assuming a role and filling out the rating sheet assigned to that role. During the course of the presentations you will have the opportunity to consider new curriculum ideas from many different points of view, and to hear many different perspectives. Considerations of ethnicity and gender will frequently be added to our special interests.

One potentially dangerous outcome is that such role-playing, while informative, can also become stereotypical. It is important to remember that we are acting out a set of interests, not a person, in our mock community. And it is in our interest to act out the narrow, the authoritarian, the prejudicial interests so that we will have some practice in responding to the ideas that we see as antithetical to life in an educated, democratic community. So when the businessperson argues from a sexist posture, it is not because we think that people in the business community are necessarily sexist. It is because the threat of sexism in the economic structure needs to be articulated and dealt with in class.

Each student must assume a role and evaluate the proposal on a worksheet. Thus, both attendance and participation are required during presentations.
<table>
<thead>
<tr>
<th>Codes</th>
<th>0 = Not applicable</th>
<th>1 = Not acceptable</th>
<th>2 = Fair, needs revision</th>
<th>3 = Acceptable</th>
</tr>
</thead>
</table>

1. Rationale of program:
   a. Does it address relationship to district plan? 0 1 2 3
   b. Will it meet the needs of students? 0 1 2 3
   c. Will it be supported by the community? 0 1 2 3

2. Cost:
   a. Training 0 1 2 3
   b. Implementation 0 1 2 3
   c. Unseen 0 1 2 3
   d. Extra pay for extra duty 0 1 2 3
   e. Liability 0 1 2 3

3. Implementation
   a. Administration: district level or school site level 0 1 2 3
   b. Does it support or replace existing program? 0 1 2 3
   c. Will it be full scale or small scale? 0 1 2 3

4. Outcomes
   a. Cognitive 0 1 2 3
   b. Affective 0 1 2 3
   c. Other 0 1 2 3

5. Evaluation
   a. How and when will the program be assessed? 0 1 2 3
   b. Are there provisions for transfer of learning? 0 1 2 3

6. Feasibility

   1 2 3 4 5 6 7 8 9 10

   Not accomplishable  Accomplishable
**Board of Ed. Member — Rating Sheet**

**Presenter(s):**

**Evaluator:**

<table>
<thead>
<tr>
<th>Codes</th>
<th>0 = Not applicable</th>
<th>1 = Not considered/unacceptable</th>
<th>2 = Needs further consideration/needs revision</th>
<th>3 = Acceptable</th>
</tr>
</thead>
</table>

1. Is it a benefit to the students? (need) 0 1 2 3
   Comments:

2. Were liabilities issues considered?
   a. Student safety 0 1 2 3
   b. Adequate supervision 0 1 2 3
   c. Legal issues 0 1 2 3
   Comments:

3. Was funding considered?
   a. Cost to district 0 1 2 3
   b. Initial costs 0 1 2 3
   c. Long-term costs 0 1 2 3
   Comments:

4. Is this a program in agreement with teacher contracts? 0 1 2 3
   Comments:

5. Does the program have an evaluation/assessment? 0 1 2 3
   Comments:

6. Has the time element been considered? 0 1 2 3
   Comments:

7. Have they addressed the impact on the existing curriculum? 0 1 2 3
   Comments:

8. The overall rating of the program:

   1 2 3 4 5 6 7 8 9 10
   Not accomplishable Accomplishable

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Community/Business — Rating Sheet

Presenter(s): ___________________________________________________________________________

Evaluator: _____________________________________________________________________________

Codes

NA = Not applicable
1 = Weak/poor
2 = Moderate/fair
3 = Strong/high

1. Contribution of this program toward employability of graduating students: 0 1 2 3
   Comments:

2. Contribution of this program toward student community awareness: 0 1 2 3
   Comments:

3. Cited supporting evidence (research, etc.) that this program is effective: 0 1 2 3
   Comments:

4. Expectations of business support addressed in terms of:
   - Personnel: NA Yes No
   - Equipment: NA Yes No
   - Funding: NA Yes No
   Comments:
Parent's Feedback Guide

Curriculum: ________________________________________________________________

Presenter(s): ______________________________________________________________

Evaluator: _________________________________________________________________

**Codes**

0 = Not applicable
1 = Unacceptable
2 = Fair potential (needs revision)
3 = Excellent potential

1. Overall educational benefit (grades, college prep, job preparation, etc.): 0 1 2 3
   Comments:

2. Effects on other curriculum (if adding, what will be eliminated? Isolated or ongoing program?): 0 1 2 3
   Comments:

3. Impact on family needs and values (economic, religious, social, ethnic): 0 1 2 3
   Comments:

4. Parent participation and involvement: 0 1 2 3
   Comments:

5. Available to all students or to "special" group: 0 1 2 3
   Comments:

6. Safety aspect/appropriate supervision: 0 1 2 3
   Comments:

7. Provisions for funding of the equipment, personnel, or training: 0 1 2 3
   Comments:
Teacher Criteria

Presenter(s): ________________________________________________________________

Evaluator: _________________________________________________________________

Codes
1 = Not Applicable
2 = Addressed
3 = Not addressed

1. Implementation of proposal:
   a. when implemented? 1 2 3
   b. physical facilities required? 1 2 3
   c. cost? 1 2 3
   d. materials required? 1 2 3
   e. target population? 1 2 3
   f. length of program? 1 2 3
   g. class time? 1 2 3
   h. preparation time? 1 2 3
   i. training? 1 2 3
   j. relationship to current curriculum? 1 2 3
   k. promotion? 1 2 3

2. Data in support of proposal:
   a. need? 1 2 3
   b. backed by research? 1 2 3
   c. pilot study? 1 2 3
   d. success rate? 1 2 3

3. Evaluation of outcomes:
   a. how? 1 2 3
   b. by whom? 1 2 3
   c. when? 1 2 3
   d. results conveyed? 1 2 3

4. Motivation:
   a. incentives for teachers? 1 2 3
   b. incentives for students? 1 2 3
   c. incentives for administrators? 1 2 3
   d. incentives for parents? 1 2 3
1. Name of materials: ____________________________________________________________

Author(s): _______________________________ Publisher: ____________________________
Date: ________________________________ Place: ________________________________

2. Description of materials (textbook, multimedia program, etc.):

Recommended age level(s):

3. Guide: Is there a statement of philosophy or some introductory remarks included in the guide? Does the guide contain any references to state or national curriculum guidelines?

4. Contents: What topics are covered?

5. Goals/objectives of the Program: What are the stated cognitive objectives?

Affective objectives?

Psychomotor objectives?

How would you evaluate the objectives?

6. Concepts: What concepts or organizational framework is provided?

7. Processes: Which processes are used by students in this program (observation, classification, inference making, etc.)?

8. Teaching Strategies: What teaching strategies are used (lecture, guided discussion, inquiry)?

9. Activities: What do the students do? How do they spend their time? Do they read, construct, meet together, decide things, answer questions?
10. Disciplines: Which disciplines are utilized and is there evidence of integration with other disciplines?

11. Levels of Questions and Tasks: At what levels are the questions found in the students' text, teacher's guide, and other materials—recall, explanation, synthesis, etc.?

12. How do #6–#11 reflect the stated goals/objectives?

13. Provisions for Transfer of Learning: Does the material give evidence of presenting issues, problems, and skills that students can make use of in other areas of their lives?

14. Provisions for Individual Differences: Are alternative activities suggested for students who need greater depth or greater simplification? Are varied interests provided for? Is everyone always expected to do the same thing?

15. Teacher's Guides and Helps: Does the program furnish background materials? How complete are the lesson plans? Is there sufficient support for you to teach this program?

16. Teacher Role: What role(s) does the teacher play in this program—facilitator, lecturer, director of learning, etc.?

17. Classroom Environment: What type of intellectual climate would this program enable a teacher to develop? What kind of social climate might accrue from this program—competitive or cooperative? What kind of physical environment is needed—desks in rows, interest centers, etc.?

18. Evaluation Strategies: Who gets evaluated by whom? How often? How do students, parents, and teachers know what learning outcomes are occurring?

19. Consistency: Is there internal consistency in the guide? (Goals to objectives to activities to evaluation?)

20. Usefulness: Is the format of the guide practical and easy to use? Is there a clear statement about the purpose of the guide? Is the guide attractive, readable, easy to handle?

21. Summary: What inferences do you make about this program? (Is it current?)

22. Judgement: What value judgements can you make about this program? Would you want to use it? Rank order this series with previously examined materials.