

Project Title:

Curriculum Mapping in Educational Administration:
Enhancing Professional Practice Through the Use of Technology

Project Category:

Professional Development Grant

Principal Investigator:

Rebecca Gajda, Ph.D., Assistant Professor
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545-1751

Other Participants and Titles:

Joe Berger, Chair-Department of Educational Policy, Research, and Administration	Hills House South, UMASS-Amherst 01003 jbberger@educ.umass.edu, 545-3610
Kristy Casiello, MASS representative for Curriculum Mapper™	825 North Cass Avenue, Suite 101 Westmont, IL 60559 1-800-318-4555, kristyc@clihome.com
Linda Driscoll, Lecturer	Hills House South, UMASS-Amherst 01003 driscoll@educ.umass.edu, 545-3610
Jeff Eiseman, Associate Professor	Hills House South, UMASS-Amherst 01003 jeiseman@educ.umass.edu, 545-1536
Fran Gougeon, Lecturer	Hills House South, UMASS-Amherst 01003 fgougeon@comcast.net, 547-2909
Katie McDermott, Associate Professor	Hills House North, UMASS-Amherst 01003 mcdermott@educ.umass.edu, 545-3562
Matt Militello, Assistant Professor & Coordinator- Educational Administration Program	Hills House South, UMASS-Amherst 01003 mattm@educ.umass.edu, 545-1188
Sharon Rallis, Professor	Hills House South, UMASS-Amherst 01003 sharonr@educ.umass.edu, 545-1056
Bill Wehrli, Assistant Principal	Amherst Regional High School 21 Mattoon Street Amherst, MA 01002, 362-1722

Campus & Disciplines

School of Education – Department of Educational Policy, Research and Administration, Educational
Administration Program
Amherst Regional High School, Amherst Public Schools

Total Amount of Funds Requested:

\$9,802.00

Concise Project Summary:

This project will support training in curriculum mapping technologies for Educational Administration faculty members that will enable them to model best practices in instructional leadership for UMASS graduate students seeking licensure to become school and district administrators. Curriculum mapping (Jacobs, 2004) is an essential skill for K-12 administrators. If funded, the UMASS Educational Administration program will be a pioneer in the field, as the first school leadership preparation program in the nation to utilize such cutting edge web-based technology. This project will increase the internal teaching capacity of our faculty and significantly improve learning opportunities for UMASS students enrolled in our program.

The project has five primary goals:

- 1) To train/educate Educational Administration program faculty in the research-base and technological skills of curriculum mapping (Jacobs, 2004) in order to improve programmatic cohesion, solidify programmatic vision, and establish the UMASS Educational Administration program as a pioneer in the field.
- 2) To utilize Curriculum Mapper™ technology in the design and implementation of all Educational Administration program courses, especially EDUC 691W: Leadership for Curriculum and Instruction, in order to model best professional practices and increase our student's capacity to function as leaders of learning in K-12 settings.
- 3) To develop an Educational Administration program website that will showcase the important features of the program, including all course curriculum maps; this will enable us to more aptly showcase and market the innovative nature of our program.
- 4) To provide a collaborative and high quality professional development experience for Educational Administration program faculty that will increase overall technological literacy and teaching capacity through the purposeful use of cutting edge professional software (Dreamweaver) and web technologies (Curriculum Mapper™).
- 5) To document and evaluate the experience of Educational Administration program faculty and students in the use and efficacy of curriculum mapping technology, disseminate findings at the 2008 meeting of the American Evaluation Research Association, and develop manuscripts for professional publication.

Signature of Department Chair

Date

Signature of Dean

Date

Signature of Campus Provost

Date

PROJECT NARRATIVE:

The UMASS Educational Administration program of study includes courses in school administration, personnel management, school finance, school law, educational policy, organizational change, and leadership for curriculum and instruction. Graduates of the Educational Administration program go on to become supervisor/directors, principals, and superintendents in K-12 school and district level settings. This project aims to increase the instructional capacity and skill of the Educational Administration program faculty (see list of participants) to prepare highly qualified leaders and managers for positions of responsibility in a variety of educational organizations, both domestically and internationally. If funded, the UMASS Educational Administration will establish itself as a pioneer in the field, becoming the first in the nation to utilize the innovation of Curriculum Mapping technology in program design, delivery, and continuous improvement.

There is a critical need for our program to prepare school administrators highly skilled in the use of curriculum technology for school, district, and program-level curricular alignment and standards-based curriculum development. Nationwide, Educational Administration programs are being criticized for not adequately preparing school administrators for their roles and responsibilities related to the technology of teaching and learning (Fossey & Shoho, 2006; Winter, 2005). Effective school research is clear: highly successful schools and districts (those that close the gap in performance between demographic groups and increase performance of students overall) utilize curriculum mapping technologies. (See *A Study of Effective Practices in Virginia Schools*, 2000, Division of Accountability, VA Dept. of Education; *Nine Characteristics of High Performing Schools: A Research-Based Resource for School Leadership Teams to Assist with the School Improvement Process*, 2003, Washington, D.C. Superintendent of Public Instruction; *A Case Study of Key Effective Practices in Ohio's Improved School Districts*, 2002, Indiana Center for Evaluation). We in the Educational Administration program seek to model the curriculum mapping process and teach our students how to carry out this important professional responsibility. Further, we seek to develop a program specific website that will allow us to showcase the innovative nature of our program within the School of Education and University, to potential students, and across the Educational Administration field nationally.

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- 2) To utilize Curriculum Mapper™ technology in the design and implementation of all Educational Administration program courses, especially EDUC 691W: Leadership for Curriculum and Instruction, in order to model best professional practices and increase our student's capacity to function as leaders of learning in K-12 settings.
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- 5) To document and evaluate the experience of Educational Administration program faculty and students in the use of curriculum mapping technology and disseminate findings at the 2008 meeting of the American Educational Research Association.

Orientation to Curriculum Mapping. The first part of the project will entail an orientation to the concept and language of curriculum mapping. In August 2007, faculty members will participate in an orientation to the language and imperative of curriculum mapping. Bill Wehrli, Assistant Principal at Amherst Regional High School and Rebecca Gajda, Assistant Professor of Educational Administration at UMASS will deliver this ½ day workshop. Amherst Regional High School has completed the curriculum mapping process. Bill Wehrli will be able to provide incredible insight and a real world context for the skills that we want to teach UMASS students enrolled in the Educational Administration program. In this workshop participants will examine the professional standards that call for the implementation of curriculum mapping technology and develop a shared language for the development of curriculum maps.

Following the orientation to the language and imperative of curriculum mapping Educational Administration faculty members will participate in a two day training in the use of Curriculum Mapper™ technology. Curriculum Mapper™ is a web-based tool that instructors and administrators use to

- map curriculum and share it with others,
- identify gaps and redundancies in course offerings,
- perform horizontal and vertical analysis of course content over time
- ensure consistency of subjects and conceptual areas of study
- share best practices
- align and track the operational curriculum with professional standards
- make transparent the curriculum of the program for external accreditation and internal accountability purposes

The Curriculum Mapper™ ensures that data is never lost, allows immediate communication between faculty and programs, provides for easy administrative oversight throughout the process, and produces a rich set of reports to analyze the operational curriculum for gaps, repetition, and alignment to state and professional standards for administrators. Moreover, because electronic mapping is most efficient for instructors and provides a solid, cost-effective infrastructure for the program at large, the approach is not only systemic but also sustainable. Through The Curriculum Mapper™, curricular data may be downloaded at any time into a MS Word document or a comma-delimited file (for import into another database). All maps and reports can be converted to MS Word for printing, distribution and/or discussion. The Curriculum Mapper™ provides several tools to look deeper at the operational curriculum and analyze it for gaps, repetition, standards alignment, consistency, etc.

The Curriculum Mapper™ search engine operates in the same manner as those in common use (e.g. Google, Yahoo, etc.). Any instructor or administrator may enter a word or phrase and search the operational curriculum to identify where and when it is actually taught. As with all search results, the instructor can click to zoom in on a curriculum map to see how another instructor covered this topic, which professional standards were addressed, and how it was assessed. Instructors may also attach documents to their maps (e.g. lesson plans, rubrics, assessments, etc.) for others to view and discuss.

Another powerful tool of The Curriculum Mapper™ is the ability to create custom Standards reports. As we integrate professional standards into our course maps, instructors and administrators are able to isolate particular professional standards to analyze where they are taught, how often, and at what level of coverage. For example, if various assessments indicate that candidates are weak when tested on a particular performance indicator, a report can be easily created that identifies everywhere in the operational curriculum this was addressed. Our program can use this technology to begin to make decisions based on accurate and honest information.

Website, Course Integration & Dissemination. Following the 2-day training a graduate assistant will begin the development of an Educational Administration Program website to which we can link our curriculum maps. The orientation, training, and implementation of curriculum mapping will be documented and

analyzed. A manuscript will be developed for presentation at the 2008 American Educational Research Association's Annual Meeting 2008. Further, curriculum mapping technology will be integrated into the delivery of EDUC 691W: Leadership for Curriculum and Instruction. All students enrolled in the Educational Administration program will gain a conceptual understanding of curriculum mapping and will be required to complete a performance assessment predicated on the appropriate use of curriculum mapping technologies.

As the project unfolds, the curriculum mapping process will be shared with the UMASS Educator Licensure Advisory Council (ELAC), which is chaired by Linda Griffin, Associate Dean-School of Education. This group of 22 members includes representatives from all of the UMASS educator preparation programs, serving thousands of UMASS students. It is anticipated that funding will be sought in the future to institute curriculum mapping technology across these professional preparation programs. Such an undertaking could ultimately lead to unprecedented intra- and inter-program curricular alignment, incredible opportunities for collaboration across all educator preparation programs, and unlimited possibilities to increase the learning opportunities for UMASS students.

Project Deliverables:

- 1) A full curricular map of the Educational Administration program that identifies the standards, activities and assessments of every course.
- 2) The development of EDUC 691W- Leadership for Curriculum & Instruction to include increased UMASS student learning in curriculum mapping technology.
- 3) The development of an Educational Administration website.
- 4) A manuscript for presentation at the 2008 American Educational Research Association Annual Meeting.

Dissemination of Project Results:

Results of the project will be shared in the interim report due to the Information Technology council December 15th. The website will be launched in February 2008. A paper presentation will be delivered at the 2008 American Educational Research Association annual meeting. Documentation of project challenges, opportunities and lessons learned will be shared with the UMASS School of Education's Educator Licensure Advisory Council (ELAC) in the spring of 2008. The principal investigator will present results in various forums and formats as requested.

Project Budget:

**Curriculum Mapping in Educational Administration
Enhancing Professional Practice Through the Use of Technology**
June 07 - April 08

Salaries

P.I. - Rebecca Gajda	\$	150	Summer salary
Graduate student hourly	\$	1,000	\$500 per semester, approx. \$18/hr

Fringe Benefits

Faculty			
FICA/Worker's Comp	\$	4	1% work comp, 1.45% FICA
Graduate student hourly			
FICA	\$	15	10-hrs/wk x \$3.61/hr x 38 wks x 2

Consultants

Bill Wehrli	\$	150	3 hrs prep, 3 hrs training delivery, @ \$25/hr
Collaborative Learning, Inc.	\$	4,900	2 days training, consultant travel, Curriculum Mapper subscriptions for all SOE Educational Administration faculty members

Travel

AERA 2008 travel expenses	\$	2,900	Air (\$500), hotel (\$800), per diem (\$150), x 2 faculty
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Administrative

Food	\$	300	\$50 for Aug. training for 12 people; \$250 for lunches for 2-day training
Website development software	\$	384	Macromedia Dreamweaver 8 Win/Mac

Total Direct Costs

	\$	9,802	
Indirect	\$	-	UMass grant - no indirect

Total	\$	9,802	
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Project Timetable:

June-July 2007	Person(s) Responsible
Bill Wehrli and Rebecca Gajda meet to plan 1/2 day orientation to the language and importance of curriculum mapping, concept-based curriculum development, and the strategic use of technology to carry out professional responsibilities in these areas.	Bill Wehrli & Rebecca Gajda
Dreamweaver software purchased.	Department Administrative Assistant
August 2007	Person(s) Responsible
Educational Administration program faculty participate in 1/2 day orientation to the language and importance of curriculum mapping, concept-based curriculum development, and the strategic use of technology to carry out professional responsibilities in these areas.	Educational Administration Program Faculty
Gather program and course specific materials in preparation for training and utilization of curriculum mapping technology.	All project participants.
Course materials scanned and ready for upload.	Department Administrative Assistant
September 2007	Person(s) Responsible
2 full days of training in Curriculum Mapping technology	Collaborative Learning, Inc. and Educ. Adm. Program Faculty
Course specific curriculum maps created. Programwide curriculum maps created.	Educational Administration Program Faculty
Graduate student assistant hired	Rebecca Gajda
October - November 2007	Person(s) Responsible
Initiate Educational Administration Program website development	Graduate Assistant, Gajda & Militello
Link course specific and programwide maps in Curriculum Mapper to website.	Graduate Assistant
Language of curriculum mapping and concept-based/standards-based curriculum development integrated into EDUC 691 - Leadership for Curriculum and Instruction	Rebecca Gajda
December 2007	Person(s) Responsible
Educational Administration working session (regular meeting) to review progress to date.	Educational Administration Program Faculty
Interim Report written and submitted to Information Technology Council	Rebecca Gajda
January 2008	Person(s) Responsible
Educational Administration students in EDUC 691W - Leadership for Curriculum and Instruction introduced to the language and importance of curriculum mapping, concept-based curriculum development, and the strategic use of technology to carry out professional responsibilities in these areas.	Course instructor, Rebecca Gajda & Educational Administration graduate student cohort

February - March 2007**Person(s) Responsible**

Launch Educational Administration Program website

Graduate Assistant

Present website, and Educational Administration Program curriculum maps at the School of Education's Educational Licensure Advisory Council (ELAC) meeting

Rebecca Gajda & Graduate Assistant

Draft manuscript for publication about the efficacy, challenges and opportunities of using curriculum mapping technology in university-based Educational Administration preparation programs.

Rebecca Gajda & Matt Militello

Educational Administration students utilize curriculum mapping technology to complete EDUC 691W course-based assessment of learning.

Course instructor, Rebecca Gajda & Educ. Administration graduate student cohort

April 2008**Person(s) Responsible**

Update Curriculum Maps

Individual faculty members

Present paper at the American Educational Research Association's 2008 annual meeting.

Rebecca Gajda & Matt Militello

Principal Investigator-Qualifications

Principal Investigator: Rebecca Gajda, Ph.D. is an Assistant Professor in the Department of Educational Policy, Research, and Administration at UMASS-Amherst, whose primary appointment is in Educational Administration, a graduate level professional preparation program for those seeking licensure to become a K-12 school administrators. Dr. Gajda is a former public secondary school teacher and dropout prevention coordinator for a large, demographically diverse school district in the Midwest. She has a Master's degree in Special Education and a doctorate in Educational Leadership (Colorado State University, 2001). Dr. Gajda's scholarship is focused on the examination of organizational collaboration (Gajda, 2004; Gajda & Koliba, in press) and instructional leadership (Gajda, 2006). She has served as principal investigator for several grant supported projects, including the Safe Schools/Healthy Students initiative sponsored by the Departments of Education, Justice, and Health and Human Services. Currently, Dr. Gajda is the principal investigator for the Massachusetts Department of Education Standards Project, in which she and her team are developing new statewide standards to guide administrator preparation and guidelines for licensure. In 2005 Dr. Gajda was awarded Marcia Guttentag Award by the American Evaluation Association (eval.org) for her outstanding contribution to the field of evaluation.

Participants:

Joseph B. Berger, Associate Professor and Department Chair; (Ph.D., Vanderbilt, 1997).

Scholarship: Organizational leadership in higher education; Education policy and systems development in higher education; International higher education; The impact of organizational and policy structures on student access and achievement in post-secondary education.

Jeff Eiseman, Associate Professor (Ph.D., University of Michigan). Scholarship: Social, cognitive, and developmental psychology; educational reform; and problem solving and conflict resolution.

Kathryn McDermott, Associate Professor (Ph.D., Yale University). Scholarship: Educational policy; educational equity; and school reform.

Matthew Militello, Assistant Professor and Program Coordinator (Ph.D., Michigan State University). Scholarship: School data; pre- and in- service leadership development; and personnel supervision.

Sharon Rallis, Dwight Allen Distinguished Professor (Ed.D., Harvard University). Scholarship: Program evaluation; qualitative methods; and policy, leadership, and school change.

David Schimmel, Professor (J.D., Yale University). Scholarship: Education law and public policy and legal literacy for teachers and school leaders.

Linda Driscoll, Lecturer (Ed.D., University of Massachusetts Amherst). Former public school teacher, principal, and superintendent. Teaching: School finance; school management; knowledge labs; and student field experience.

Fran Gougeon, Lecturer (M.Ed., Springfield College). Former public school teacher and superintendent. Teaching: Principal certification, knowledge labs; and student field experience.

Letters of Support

Please letters from: 1) Educational Administration Program faculty members, 2) Joe Berger-Department Chair, 3) Bill Wehrli-Assistant Principal ARHS and 4) Kristy Casiello, MASS representative for Curriculum Mapper™.