International Perspectives
Curriculum Project: EDAD 5680 Administration of the EC-12 Curriculum
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The course, EDAD 5680, Administration of the EC-12 Curriculum, is part of the Master’s Degree in Educational Leadership and the Principal Certification Program. The course prepares principals and other leaders to apply best practices in curriculum development, alignment, implementation, and evaluation. One of the goals of the course is for future principals to be able to lead schools where students have skills and knowledge for success in the 21st Century, including an understanding of global perspectives. The project described in this poster helps our program achieve this goal. The project was developed as part of the “Globalizing your Curriculum” Transformational Instructional Innovation (TII) Fellowship sponsored by the Center for Learning Enhancement, Assessment, and Redesign (CLEAR) and UNT - International. This project includes opportunities for students to collaborate in groups, online and face to face, participate in experiential, field-based learning, and reflect on their changing perspectives.

Part 1: Introduction and Background
The introduction of the project revolves around a discussion of the video, The Danger of a Single Story, by Nigerian novelist, Chimamonde Aicha. Students identify some of the instances where a single story affects what information and ideas are included in curriculum. Students complete a series of reading assignments and reflection activities concerning approaches to global, international, and multi-cultural topics in relation to curriculum in schools. Reading assignments, such as “Multiculturalism: Beyond Food, Festival, Folklore, and Fashion,” by Meyers and Rhoades, emphasize in-depth views of multi-cultural and global concepts. In addition, students select articles for summary and critique that describe educational approaches in other countries and compare them to relevant educational topics from education in the United States, including national standards and high-stakes testing.

Part 2: Reflection on Personal Attitudes and Biases
Students take the My Cultural Awareness Profile (myCap) survey, including the reflection questions on the survey. This survey was developed for pre-service teachers; so it was revised slightly since the students in this class are already practicing teachers. The students participate in an online discussion of the results of the survey and reflection questions.

Part 3: Developing Community Resources and Broadening Perspectives
Students work in a small group to develop a list of community resources that could help them and their colleagues develop broader perspectives and understanding of global aspects in curriculum development and implementation. The students explore resources in the North Texas area, including Dallas, Fort Worth, other cities, and the UNT campus. The students also experience events or activities of the community groups or interview people in their own school communities concerning international perspectives. Some of the resources the students explore are the DFW International Community Alliance, with its principals and other leaders to apply best practices in curriculum development, alignment, implementation, and evaluation. On so it was revised slightly since the students in this class are already practicing teachers. The students participate in an online discussion of the results of the survey and reflection questions.

Part 4: Analyzing and Evaluating Curriculum
Students select an EC-12 curriculum area and evaluate the curriculum using rubrics and checklists. The evaluation includes the following areas: General characteristics of effective curriculum using frameworks from Understanding by Design (Wiggins and McTighe) and Working on the Work Design Qualities (Schlechty); Technology and Communication Skills for the 21st Century using an evaluation checklist from the National Council of Teachers of English; and Global and Multi-Cultural Perspectives in Curriculum using a rating scale from the National Council of Social Studies.

Part 5: Presentation to Class
The in-class presentation consists of the community resources, experiences from the community visits or interviews, reflections on the reading assignments and videos that have provided beneficial insights, and the results of the three sections of the curriculum evaluation. Students also propose suggestions for areas where they discovered gaps or areas for improvement. The presentation is posted online, and the students participate in an online discussion of learning from the all of the projects. In addition, they submit an individual reflection paper describing changes in knowledge and skills about international or global perspectives in curriculum development and implementation.