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Open

Code	Curriculum Area Processes
EL	<p>Exploring Language</p> <p>To understand how the English language is constructed using a wide view of grammar, text (or discourse) structure, the conventions of written language, phonology (sounds, stress, and intonation), and word meanings and the ways these elements interrelate and interact in communicating meaning.</p>
TC	<p>Thinking Critically</p> <p>The ability to think critically about language and meaning and develop the skills of literary criticism. This includes:</p> <ul style="list-style-type: none"> discriminating and understanding the text through close reading and through exploring and analysing the effects of words, conventions, structures, techniques, and images; linking or comparing the text's view of the world with one's own; and evaluating the effects and qualities of different texts.
PI	<p>Processing Information</p> <p>The processes by which information is identified, understood, stored, organised, retrieved, combined, and communicated in order to resolve</p>

The Implementation of Curriculum: A Case Study

Annex National, Texas Memorial General Hospital
Texas Memorial General Hospital

INTRODUCTION

The purpose of this study is to explore the implementation of curriculum in a hospital setting. The study focuses on the implementation of a new curriculum in a hospital setting. The study is based on a case study of the implementation of a new curriculum in a hospital setting. The study is based on a case study of the implementation of a new curriculum in a hospital setting. The study is based on a case study of the implementation of a new curriculum in a hospital setting.



**BACHELOR OF EDUCATION
PRACTICUM 3 - SUMMATIVE EVALUATION**

The primary purpose of this document is to evaluate the progress of the Teacher Candidate and inform the Director of the School Experiences Office (SEO) about the Candidate's performance with reference to the practicum expectations for the identified practicum course. This evaluation is written by the Faculty Advisor, with input from the Cooperating Teacher(s) and the Teacher Candidate. It is **not** intended to be used as a reference letter. The candidate's final course grade is determined by the Director, SEO.

PRACTICUM INFORMATION

Teacher Candidate Last Name:	Mohadeb	First Name:	Lucia
Student Number:	007691572	Term:	Fall 2017
Practicum Course:	Practicum Three (3)	Stream:	SY
School & Division:	Glenlawn Collegiate, LRSD		
Grade(s) Taught:	Grade 9	Subject(s) Taught:	General Science and Mathematics

ATTENDANCE AND COURSE GRADE

Excused absences: 1 day(s)	Unexcused absences: 0 day(s)	Number of days made-up: 1 (all absences must be made up)	FA Initials:
Grade Assigned:	Was a Notification of Concern (NOC) issued? (please type Yes or No): NO		

SIGNATURES

Teacher Candidate: My signature indicates I have read and understand this evaluation.

Signature: _____

Date: **December 14, 2017**

Faculty Advisor: My signature indicates I complied with the practicum evaluation procedures and have provided original summative evaluations to the Teacher Candidate and to the School Experiences Office.

Name: **Lilian Pozzer**

Signature: _____

Date: **December 14, 2017**

Cooperating Teacher(s): My signature indicates I have read and agree with this evaluation. (Optional)

Name: **Benjamin Storie**

Signature: _____

Date: **December 14, 2017**

This information is being collected under the authority of The University of Manitoba Act and will be used for the purpose of supporting Teacher Candidates in schools for their practicum. It is governed by the *Procedures and Privacy provisions of the Freedom of Information and Protection of Privacy Act*. If you have any questions about the collection contact the **PRPA Coordinator's Office, University of Manitoba, 66 Arts and Social Sciences, 331 Elizabeth Drive, Winnipeg MB R2T 2N2, Telephone: (204) 474-6336.**

[Summative Evaluation Revised - May 28, 2017]

CURRICULUM EVALUATION WEEK 3

Definitions

Making judgments about the desirability of certain changes in students and using that info to change teaching and the curriculum

Various definitions

- Tyler (1956):** the process of determining to what extent educational objectives are being attained
- Berg & Gull (1983):** the process of making judgment about the merit, value or worth of educational programmes, projects, materials and techniques
- Smith & Glass (1987):** the process of establishing value judgments based on evidence about a program / product
- Stufflebeam et al. (1971):** the process of delimiting, obtaining & providing useful info for judging decision alternatives

5. Frewin (1971): the comparison of performance to some standards to determine whether discrepancies existed

Types of Evaluation

According to Scriven (1967), there are two types of evaluation in curriculum

1) Formative evaluation
- an on-going program
- it is program improvement
- provide data about educational program
→ to assist developer in improving the program

2) Summative evaluation
- it is done at the completion of a program
- it concerned with overall effectiveness of the program
- it provides data to determine the worth of the program

Evaluation in curriculum development

- Evaluation is part of the curriculum development process
- Enables curriculum makers → reviewing and modifying – to cater the current and future needs
- Curriculum should be continuously reviewed & reviewed
- WHY??
- To maintain and sustain
- quality
- relevance
- adequacy

QUESTIONS SHOULD BE ASKED

- Are the program (curriculum) meeting existing or expected needs?
- Does the program contain extraneous and outdated materials?
- Are the students able to perform adequately once they finish their study?

Wrenfall (1980): EVALUATION MUST DO MORE THAN

- just analyze the extent to which a program had adhered to an original plan
- OR stated its primary goals and objectives
- Therefore, curriculum evaluation needs to go beyond the assessment of student behaviour
- It should include the overall effect on students, teachers and society
- The task of evaluating the curriculum involves a **COMPLEX PROCESS**
- A comprehensive evaluation framework or model is necessary to achieve a systematic, effective and efficient evaluation
- CIPP model

CIPP model (Fink & Bierman, 1977)

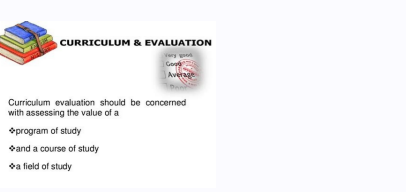
- Context evaluation**
 - Whether or not to offer a curriculum
 - If so, what its parameters will be – including goals and objectives
 - It includes: environment, students' background, school climate, goals and objective of the curriculum
 - It involves analysis of goals and needs in a specific education setting
 - Goals should be reviewed and revised periodically in relation to:
 - the reasons for offering the program
 - the intended target group
 - the context
- As curriculum developer:**
 - Establish conducive learning environment to promote a positive learning climate

2) Input evaluation

- Deciding what resources and strategies that will be used to achieve curriculum goals and objectives
- This includes – the quality of the curriculum and syllabus, students, teachers, staff, facilities and infrastructure

3) Process evaluation

- Focuses on decisions associated with curriculum efforts on students
- Whether the content is learned by students
- Involves the data collection
- Data is collected over a period of time to detect strengths and weaknesses of the program
- Process evaluation includes teachers' methods of teaching, students' performance / achievement the facilities used



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