

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
Education Leadership Program**

**Education Leadership Program/Course Syllabus**

**Course Number and Title**

- EDLE 616.DL1 Curriculum Development & Evaluation (3 credits) Fall, 2019.

**Meeting Dates & Times [& Location]:** ONLINE

**Instructor**

**Name:** Dr. Michael E. Bishop

**Office Hours:** Tuesday evenings from 7-9 pm, or by request.

\*NOTE: *Please email first to confirm.*

**Office Location:** NA

**Phone:** 571-921-5134

**Email:** GMU Email: mbisho2@gmu.edu

**Website:** Blackboard [<http://mymasonportal.gmu.edu>]

**Program Vision:** The Education Leadership Program is devoted to improving the quality of pre-K through 12 education through teaching, research and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

**Prerequisites:** EDLE 620, EDLE 690, and EDLE 791.

**Course Description:** In three Units [micro, micro-macro, and macro] EDLE 616 examines relationship of written, taught, and tested curriculum; and identifies critical leadership decisions that can positively impact student achievement. Identifies components of effective conceptual frameworks [UBD, Mapping] and constructs a Curriculum Design model for emerging leaders.

**Nature of Course Delivery:** EDLE 616 is offered as an online course this session

**On-line Expectations**

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on **Monday** and **finish** the following **Monday**. **Note:** *I will post or open the lessons sometime on Sunday.*
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes:** Students who successfully complete the requirements for EDLE 616 will be able to:

- A.) Demonstrate an in-depth knowledge of curriculum design, development and evaluation and connect all parts to ELCC standards in the design [and presentation] of a mini curriculum framework [that is UBD-informed]
- B.) Demonstrate the ability to analyze school demographic and assessment data and use the same to create a professional development plan [PDP] to improve student performance in two critical areas
- C.) Identify an emerging/controversial issue in curriculum development/evaluation and create a plan to serve as a guide for educators to fully understand it [the plan should connect best thinking/practices on the issue to 2 or 3 essential questions]
- D.) Investigate the components of a well-formed BOE policy on curriculum development/evaluation and apply that knowledge to *so/ve* a problem either at a specific grade level or content area.

**Relationships to Program Goals and Professional Organizations:** The importance of strengthening and guiding instruction in educational settings is a leadership theme of academic and professional organizations alike. The purpose of the course is to

strengthen the knowledge, skills and dispositions of EDLE candidates as instructional leaders and managers.

The course provides models for (1) designing and managing curriculum; (2) relating to school board policy, professional development, and budget to effective instructional leadership; (3) constructing effective teacher-friendly curriculum guides; and (4) collecting and using demographic data to create a plan for improved student performance.

This course meets applicable competencies, standards, and guidelines set forth by the Virginia Department of Education (VA DOE), Interstate School Leaders Licensure Consortium (ISSLC), National Council for Accreditation of Teacher Education (NCATE), and Educational Leadership Constituent Council (ELCC), as shown below.

VA DOE Competencies (a 1,3,4,5 and 6; c1; e1; f 4,5}

NCATE Guidelines (Strategic Leadership: 1.3, 1.6, 2.4; Instructional Leadership: 3.3, 3.4, 3.5, 3.6. 3.9; Organizational Leadership: 9.1)

ELCC Standards [2011]: (1.1), (1.2), (1.3), (1.4), (2.2), (2.3), (2.4), (3.4), (3.5), (4.1), (6.2) and (6.3).

**Textbooks** [required]:

- McTighe, J. & Wiggins, G. (2005). *Understanding by Design. (Expanded 2<sup>nd</sup> Edition.)* Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].
- Virginia Standards of Learning
- *Assigned and optional source materials will be available or their links will be listed on Blackboard. Assigned sources will also be listed on the tentative schedule below.*

**Course Evaluation and Grading:**

Because EDLE 616 is a graduate level course, high quality work is expected in class and on all assignments. Assignments 1, 2, 3 are graded by a rubric. In this way, the rubric can both inform the completion of the assignments and serve as an instrument to assess your grade for the activity.

This course is designed to further develop and expand your managerial and ethical skills in the areas of instructional leadership and management. You will be assessed on your ability to analyze situations from the broad perspective of an emerging school administrator and be expected to view the impact of the decisions from a systematic perspective and from the benefit to student learning.

The grading assessment scales and assigned percentages shown below are **guidelines** only. Your final grade for the semester will reflect the instructor's judgment of your classroom performance as you attempt to demonstrate leadership behaviors, perspectives and attitudes.

Students may rewrite an assignment [other than the final project] for re-grading within one week of receipt. The original assignment should be clipped/stapled/attached to the re-write.

### **TK20 Performance-Based Assessment Submission Requirements**

- Every student registered for any EDLE Course with a required performance-based assessment is required to submit these assessments, [a] **Demographic Analysis of Data**, and [b] **Curriculum Design Framework**] to TK20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor).
- Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard.
- Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to some F nine weeks into the following semester.

### **Course Requirements:**

Consistent with expectations of a Master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

- Application of concepts embedded in assigned readings and other materials and reinforced in classroom activities
- The quality of analysis, synthesis, and application
- The ability to write in a clear, concise, and organized fashion

Additionally, due to the nature of this online course, a significant portion of the class grade will be based on participation and the contribution you make to class discussions.

### **Grading Scale:**

Students can earn a total of 400 points in this course. Graded assignments account for 65% (260 points) of the overall grade, while online course participation accounts for 35% (140 points).

Participation Requirements (35% or 140 points of total grade)

- Reflections [Journals]—individual submissions [7]
- Discussion Boards [4], Blogs[9]: [
  - Other than the introductory short video, Discussion Board activities require group responses [plus one response to another group post]
  - Blogs are individual submissions—but 'conversation' is strongly encouraged.

Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

Introduction [15 points]	Video Post [Lesson 1]- [15 points]
Unit 1 [45 points]	<ul style="list-style-type: none"> <li>• Journal Reflections [3] -[15points]</li> <li>• Discussion Boards [1] - [15 points]</li> <li>• Blogs [4] – [20 points]</li> </ul>
Unit 2 [50 points]	<ul style="list-style-type: none"> <li>• Journal Reflections [1] - [5 points]</li> <li>• Discussion Boards [1]- [15 points]</li> <li>• Blogs [2] – [10 points]</li> </ul>
Unit 3 [40 points]	<ul style="list-style-type: none"> <li>• Journal Reflections [3] – [15 points]</li> <li>• Discussion Boards [1]- [15 points]</li> <li>• Blogs [3] [15 points]</li> </ul>

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity.

Participation points are divided into two parts:

A+=400+ points

A=375-400 points

A- =350-374 points

B+=335-349 points

B=315-334 points

B- =300-314 points

C=275 -299 points

F=275 points or below

### **Course Pacing/Outline.**

Assignment Due Dates for projects (Assignments 1-3) are due by midnight of the date they are due.

DATE/WEEK	LESSON ACTIVITY VIEWINGS	ACTIVITIES/[principal]/ ASSIGNMENTS
<b>1</b> Week of 8/26	Orientation Introduction to Unit 1	Blog Discussion Board #1 [individual]
<b>2</b> Week of 9/1	Lesson 2: The Taught [& Hidden] Curriculum	Mini Assignment #1 (Journal)
<b>3</b> 9/8/19	Lesson 3: The Written Curriculum	Discussion Board [GROUP] Blog

<b>4</b> 9/15/19	Lesson 4: The Tested Curriculum	<b>Assignment #1 due</b> Reflection/Discussion Board/Blog
<b>5</b> 9/22/19	Lesson 5: Conceptual Frameworks—UBD & Mapping	Blog
<b>6</b> 9/29/19	Introduction to Unit 2 Lesson 6: Curriculum Evaluation	Discussion Board [GROUP]
<b>Fall Break</b>		
<b>7</b> 10/6/19	Lesson 7: Curriculum Alignment	Blog <b>Assignment #2 due</b>
<b>8</b> 10/13/19	Lesson 8: Curriculum Development & Professional Development	Journal Blog
<b>9</b> 10/20/19	Lesson 9: Standards-based Curriculum [Common Core]	Discussion Board Blog
<b>10</b> 10/27/19	Introduction to Unit 3 Lesson 10: Curriculum Histories	Blog
<b>11</b> 11/4/19	Lesson 11: Curriculum Philosophies [4]	Journal /Blog
<b>12</b> 11/11/19	Lesson 12: Sociology of Curriculum	
<b>13</b> 11/18/19	Lesson 13: Politics of Curriculum	Discussion Board [GROUP] Journal

<b>14</b> 11/25/19	Open/TBD as Needed	Blog Discussion Board Assignment#3 due
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**\*\*Syllabi created in a learner vacuum are by nature, imperfect\*\***

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (**see** <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- **For information on student support resources on campus, see** <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Professional Dispositions:**

<https://cehd.gmu.edu/students/policies-procedures/> .

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

**Mini Assignments (total of 4) – detailed assignments will be posted to BB**

#1: Create an Outline to support your school's implementation of UbD

#2: Analyze an existing Unit Plan/Lesson Plan & Identify specific parts/ideas/pieces.

#3: Analysis of District Level Curriculum guide

#4: Identify specific roadblocks/obstacles that may exist within your own district to implement UbD.

**Major Assignments:****Assignment #1 (50 points)****UBD/CLT planning documents presentation (Virtual)****Identify critical components required in Teacher driven Instructional and Assessment planning documents****Purpose:**

As educational leaders, it is important to be able to articulate what you would expect to see from instructional personnel in their CLT meetings/ and what artifacts you would want to have them provide you as their supervising administrator.

**Assignment:**

Prepare a short presentation/video whereby you would identify for your classmates what you would look for in CLT planning documents, CLT Agendas, Data discussions and/or any other type of planning meeting.

NOTE: **All Students should find 1 or 2 artifacts** from their current division/district and compare them to the document examples found in the UBD book (Chapters 3-5).

1. Compare and contrast the documents your division uses with the expectations laid out in the book. Identify strengths/weaknesses for each, and then elaborate on why?
2. Your presentation should explain the benefits and/or drawbacks of the current documents/artifacts and compare them to the ones in the text.
3. You should analyze its components in relation to the needs of a
  - a. Specific grade level or
  - b. Content area.
  - c. Expected implementation
4. Your presentation will be done online/virtually later in the semester.
5. You should be able to use your phone/computer/device to record yourself or use a narrated powerpoint to present your information.
6. You will post a 1-2 paragraph reflection to the Discussion Boards on BB as the last part of the assignment.

**Assignment #2 (100 points)****Design of Curriculum Framework (25 pts)** (subject to adjustment/change)

The purpose of this assignment is to demonstrate—on a smaller scale-- knowledge of program design in curriculum as evidenced in the creation of a *problem-based* model to be used by emerging leaders in your field.

**NOTE: Use the UBD book and resources from class as a guide for creation.**

As one of the middle courses in the licensure program, creating a leadership framework allows students

1. an opportunity to reflect on what they've learned about site-based leadership to date and
2. what they would still like to explore.
3. Finally, creating the framework ties all [if not most] of the major elements of EDLE 616 together, allowing students to apply what they've learned in a concrete way [theory to practice], such as aligning the program [written, taught, tested curriculum] with standards and assessments, as well as implementing the ideas of Backwards Design [UBD].

**A separate handout and rubric will be distributed in class.**

**For all 3 parts, these components should be included:**

1. Philosophy and/or vision for the aspiring leaders' program (Be sure to look at figure 12.1, p.277)
2. Validation matrix connected to ELCC Standard elements from the UBD text p.116
3. List of the critical knowledge, skills, and dispositions needed by aspiring leaders (conceptual design)
4. List of essential questions to guide the content of your curriculum framework (6 facets p.159-161)
5. Evidence of thoughtful inclusion of UBD as part of the 5 to 6 Program (course) design p.151-153)
6. The assessment plan for your curriculum coursework (chapter 6/7)
7. Professional Development proposal (on the UBD template [attachment included in 'exemplar', Lesson 7) describing how you would roll out ONE of your 'cutting edge' courses to your faculty (start with p.256).
8. Look at the Templates in the back of the text for examples by content.

\*it is recommended that you submit the Conceptual Design [see items 1, 2, 3 and 4] as a Draft for feedback, somewhere before or on Lesson 9\*

**Assignment #3: Data Analysis of Instruction and Assessment (110 points)**

(Subject to adjustment/pacing)

**Purpose**

The purpose of this assignment is to demonstrate students' ability to analyze demographic and test data (Standards of Learning or other test results) as it relates to curriculum and/or instructional improvement. Each student will obtain the above-mentioned information from their schools and analyze strengths/weaknesses of existing SIP/Action Plans with a view to helping teachers improve student performance in **two curriculum areas**. Candidates should also include recommendations for involving school staff in the change process, including relevant (recent) research-based strategies as a part of the effort to lead school improvement. A RUBRIC WILL BE PROVIDED for this assignment.

**Assignment**

Prepare, at minimum, a 15 slide presentation, including graphics and narration) utilizing the analysis of actual demographic and test data from a school, and, after examining existing site-based SIP/Action Plans at that school, analyze the strengths and weaknesses in the SIP/Action Plans with a view to helping teachers/staff members improve student performance in the two targeted curriculum areas.

Plan of Action (MUST CONTAIN ALL PARTS)

1. Locate the most recent AYP/AMO data for your school.
2. Identify demographic information for your school as it relates to AYP/AMO data for specific student demographic and/or sub-groups.
3. Analyze the data in two academic areas. Include a brief description of your findings and conclusions regarding curriculum/instruction deficit areas.
4. Examine and critique existing site-based "action plans" (focusing on strengths and weaknesses) that target the two curriculum areas you selected for improving student achievement. Discuss with colleagues in your school why this problem exists (and why it persists) and probable causes for action plan strengths/weaknesses.
5. Locate 3 current research-based strategies (recent) that would help:
  - a. Target the identified deficit areas, and
  - b. Strengthen (and improve) the delivery of curriculum/instruction to improve future student performance in those areas.
6. Finally, make recommendations to site-based leadership on ways to involve school staff in the change process.

**Ultimately, a data based analysis such as this would lead to the development of a School Improvement Plan (SIP) which would identify strengths, weaknesses, and areas of improvement for instruction. Think about that as the final product of this assignment, in that you would then be able to use that to help create an SIP. You can include in your presentation some suggestions that you would make in the SIP if you were the leader of that school.**

All assignments should be your own work. Citations for sources, and credit to the work of other authors should be acknowledged. At several points during the course, we will have a check in to be sure you are on target. Waiting until the last minute to create an assignment usually results in a poor product. Food for thought!