

George Mason University
College of Education and Human Development
Education Leadership

Course Number and Title
EDLE 616 Section 602
Curriculum Development & Evaluation -
3 Credits, Fall 2016
Thursdays 4:30-7:30p.m. TC Williams HS A225

Faculty

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Prerequisites/Corequisites

EDLE 620, EDLE 690, EDLE 791

University Catalog Course Description

Examines relationship of written, taught, and tested curriculum; and identifies critical leadership decisions that can positively impact student achievement. Identifies components of effective curriculum guides, and constructs a Curriculum Design model for emerging leaders. Mini document for personal use is constructed.

Course Overview

Examines relationship of written, taught, and tested curriculum; and identifies critical leadership decisions that can positively impact student achievement. Identifies components of effective curriculum guides, and constructs a Curriculum Design model for emerging leaders.

Course Delivery Method

This course will be delivered using a variety of instructional methods to cover the subject information and create a dynamic learning environment. The following methods may be used: small and large group discussions, case studies, social and various media forms, lecture, guest speakers, group presentations, interviews, collaborative learning and most importantly self-reflection. We will become a community of learners.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. 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;
2. Demonstrate the ability to analyze school demographic and assessment data and create a professional development plan to improve student performance in two critical areas;
3. Identify an emerging/controversial issue in curriculum development/evaluation and create a plan to serve as a guide for educators to fully understand the issues. (Plan should connect best practices with 2 or 3 essential questions);
4. Investigate the components of a Board of Education policy on curriculum development/evaluation and apply that knowledge to solve a problem either at a grade level or content area.

Professional Standards

This course meets applicable competencies, standards, and guidelines set forth by the Virginia Department of Education (VA DOE), Interstate School Leaders Licensure Consortium (ISLLC), 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, 6; c1; e1; f4, 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, 6.3)

Upon completion of this course, students will have met the following professional standards:

Not applicable

Required Texts

Jacobs, Hayes H. (2010) Curriculum 21: Essential Education for a Changing World
Alexandria, VA: Association for Supervision and Curriculum Development (ASCD)

Wiggins, Grant and Jay McTigh (2011) The Understanding by Design Guide to Creating High-Quality Units

Virginia Standards of Learning

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

You are expected to attend each class because discussion, presentations and hands-on activities are critical parts of the course. The completion of and reflection on assigned readings, constructive participation in discussions and group work as well as on-line communication with group members are routine expectations. Access to a computer and a GMU email account are essential because you will receive important information from the university only on your GMU account and only GMU email accounts may be used to communicate with the instructor.

If missing a class is unavoidable, you are responsible for notifying the instructor (preferably in advance). It is your responsibility to check with class colleagues for notes and assignments and complete any missed assignments and readings, etc. before the start of the next class. All absences may affect your final grade because of the heavy emphasis on class participation. All written assignments must be completed on a word processor (unless otherwise indicated) and turned in on or before the due date.

Late assignments will lower your grade on the project, and will not be accepted or given credit if received 48 hours late. Specific course requirements and assigned due dates may be altered as the instructor receives input from you and your classmates about your school calendars. To plan and complete group projects, you may need to meet with other group members at times other than during scheduled class sessions.

- **Other Requirements**

Every student registered for any EDLE course with a requirement performance-based assessment is required to submit these assessments: Study of Demographic Information and Assessment Data for Improved Student Performance and Design of Curriculum Framework to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the Blackboard submission, the IN will convert to an F nine weeks into the following semester.

- **Course Performance Evaluation Weighting**

This course is designed to further develop and expand your managerial and ethical skills in the area of instructional leadership and management. You will be assessed on your ability to analyze situations from the broad perspective of a 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 group project] for re-grading within one week of receipt. The original assignment should be clipped/stapled to the rewrite.

- **Grading Policies**

Participation in class, contribution to group learning 10 points

Assignment #1 Study of Demographic Information and Assessment Data 45 points

Assignment #2 Design of Curriculum Framework 45 points

TOTAL: 100 points

A+=100 points

A=95-99 points

A- =90-94 points

B+=87-89 points

B=83 -86 points

B- =80 -82 points

C=75-79 points

F=74 points or below

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit these assessments: in EDLE 616 [i] **The Demographic Analysis and [ii] The Curriculum 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 an F nine weeks into the following semester.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Class Schedule

Date	Topic	Essential Questions	Readings, Talks, etc.	Assignments/Due Dates
Session 1: 9/8	Introductions, Course Overview, Course 'Miniature' Learning from EDLS	What is the purpose/definition of Curriculum?	(a.) Tuttle (BB) (b.) Ken Robinson (BB) (c.) 50 Influences (BB)	Read Jacobs- Chapters 1, 2
Session 2: 9/15	Historical Foundation of Curriculum, Myths about Curriculum, Assignment #1 Q/A	1. What is the history of curriculum development? 2. What Curriculum lessons have we learned from history?	Jacobs- Chapter 3 Handout	Ready Jacobs- Chapters 4 & 5
Session 3: 9/22	Fall for the Book Festival @GMU			
Session 4: 9/29	Ideologies of Curriculum, Pacing Guides, Look at Assignment 2	What are the main philosophies/ideologies of curriculum? What are the advantages/disadvantages of Pacing Guides?	Curriculum Philosophies' web-links	Read Jacobs – Chapter 6 & 7
Session 5: 10/6	Sociology of Curriculum, Politics of Curriculum Assignment 2	What social issues affect curriculum development? What does curriculum development look like as a result?	Read David Berliner, "Fixing the Schools isn't Everything"	Read Jacobs- Chapter 8 & 9

Session 6: 10/13	The Relationship between Assessment & the Tested Curriculum, The Politics of Curriculum NCLB/ESSA – What have the changes been for our students? Assignment 2 Q/A	What are the connections between ‘assessment’ and the ‘tested curriculum’? How does ESSA connect the dots between assessment and tested curriculum?	Handout	Read Jacobs – Chapter 10 Assignment 1 DUE
Session 7: 10/20	Introduction to UBD Bill Moyer on Inequality Kohn’s The Case Against Standardized Testing	What are the benefits of UBD as a conceptual framework? Should schools be in the ‘businesses of leveling Curricular playing fields?’	Share web-links	Read Jacobs- Chapter 11 & 12
Session 8: 10/27	UBD continued Introduction to Curriculum Mapping The Williams Ayers model	What connects SOLs to UBD to Curriculum Mapping?	Hand out	Read Jacobs- Chapter 13 Wiggins & McTighe- Page 1-29
Session 9: 11/3	SOL & UBD connections	What are the functions of Curriculum Alignment?	Wiggins & McTighe - Module C	
Session 10: 11/10	Curriculum Evaluation- Case Study The Responsive Classroom assessed Curriculum Alignment	What factors led to the demise of Curriculum Evaluation?	Lessons to be learned at City Drive View Responsive Classroom	Wiggins & McTighe, -Module D & E
Session 11: 11/17	The Common Core	How does the Common Core compare to local State Standards?	Handout	Wiggins & McTighe- Module F & G
Session 12: 12/1	Curriculum & Development & Professional Development Group Presentation Session	What connects Curriculum Development to Professional Development and why?	Wiggins & McTighe- Module H Handout	

Session 13: 12/8	Current Issues in Curriculum & Development	What current curriculum issues should emerging leaders be informed about?		Assignment 2 Due
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Rubrics will be handed out at time assignments will be given.

EDLE 616: Curriculum Development and Evaluation

Study of Demographic Information and Assessment Data for Improved Student Performance

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 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.

Assignment

Prepare, at minimum, a Mini-Case Study (12 to 15 pages, including graphics) utilizing the analysis of actual demographic and test data from your school, and, after examining existing site-based Action Plans at your school, analyze the strengths and weaknesses in the Action Plans with a view to helping teachers/staff members improve student performance in the two targeted curriculum areas.

Plan of Action

1. Locate the most recent AYP data for your school.
2. Identify demographic information for your school as it relates to AYP data for 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 probable causes for action plan strengths/weaknesses.
5. Locate current research-based strategies (recent) that would help [i] target the identified deficit areas, and [ii] 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.

Levels of Achievement				
Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectation
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. Weight 20.00%	90 to 100 % Cultural diversity in the school and its community is described and analyzed (race, ethnicity, gender, age, socio economic status, English language learners, and special education) over at least the last three years.	80 to 89 % Cultural diversity in the school is described and analyzed (race, ethnicity, gender, age, socio-economic levels, English language learners, and special education) over the last three years.	70 to 79 % Cultural diversity is described and analyzed, but lacks information on all 7 categories.	0 to 69 % Cultural diversity of either the school or community is analyzed, but not both.
ELCC 1.2: Candidates demonstrate that they understand and can use data to plan, identify and achieve school goals Weight 15.00%	90 to 100 % Candidate provides evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	80 to 89 % Candidate provides evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	70 to 79 % Candidate provides evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC 1.3: Candidate' demonstrate the ability to promote continual and sustainable school improvement Weight 15.00%	90 to 100 % Candidate provides evidence of a superior ability to promote continual and sustainable school improvement.	80 to 89 % Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement.	70 to 79 % Candidate provides evidence of some ability to promote continual and sustainable school improvement	0 to 69 % Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.
ELCC 1.4 Candidates	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %

understand and can evaluate school progress and revise school plans supported by	Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate does not provide evidence, or demonstrates an inability to evaluate school stakeholders progress and revise school plans supported by school stakeholders. Weight 10.00%
ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Weight 15.00%	90 to 100 % Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, instructional programs, and assessments that support student learning in two curriculum areas are described and evaluated.	80 to 89 % Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices and/or instructional programs, and/or assessments that support student learning in two curriculum areas are described and evaluated.	70 to 79 % Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, programs, and assessments are not clearly described or evaluated.	0 to 69 % Limited analysis provided of school action plan(s) in relation to identified achievement gap areas. Instructional practices, programs, and assessments are not addressed.
ELCC 3.4 Candidates understand and can develop school capacity for distributed leadership. Weight 20.00%	90 to 100 % Recommendations highlight appropriate research strategies to promote improved student achievement in two curriculum areas and involve school staff in the change process. Strategies reflect students' learning needs analyzed from the school's demographic and assessment data.	80 to 89 % Recommendations highlight appropriate research strategies to promote improved student achievement in ONE curricular area and involve school staff in the change process. Strategies reflect students' learning needs analyzed from the school's demographic and assessment data.	70 to 79 % Recommendations include limited evidence of appropriate research strategies to improve student achievement and may involve school staff in the change process. Strategies may not reflect students' learning needs.	0 to 69 % Recommendation does not include appropriate research strategies, involve the school staff, or connect to students' learning needs.

<p>Spelling, grammar, mechanics.</p> <p>Weight 5.00%</p>	<p>90 to 100 %</p> <p>The project is error free and is clearly and professionally presented.</p>	<p>80 to 89 %</p> <p>The project has no spelling errors and no more than two mechanical errors.</p>	<p>70 to 79 %</p> <p>The project has some spelling, grammar and/or mechanical errors.</p>	<p>0 to 69 %</p> <p>The project has multiple errors in spelling and/or mechanics.</p>

