

George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 616. 601– Curriculum Development and Evaluation
3 Credits, Fall 2018
Wednesdays, 4:30pm -7:30pm
Wakefield High School, Room 341
September 5, 2018 – December 5, 2018

Faculty

Name: Dr. Francisco Durán
Office Hours: By Appointment
Cell Phone: 415-342-2099
Email Address: fduran2@gmu.edu

Prerequisites/Corequisites

EDLE 620, EDLE 690, and 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 Delivery Method

A variety of instructional methods are used to cover the subject matter and create a dynamic, interactive learning environment. These methods may include large and small group discussions, class debates, socratic seminars, case studies, media, Internet assignments, lecture, guest practitioners, group presentations, interviews, collaborative learning and reflection. There is some out-of-class work expected.

Learner Outcomes or Objectives

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

[i] 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

[ii] 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

[iii] 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]

[iv] investigate the components of a well-formed BOE policy on curriculum development/evaluation and apply that knowledge to *solve* a problem either at a specific grade level or content area.

Professional Standards 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.

Upon completion of this course, students will have met the professional 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), (1.4), (2.2), (2.3), (2.4), (6.3)

Required Texts

1. Mooney, Nancy J. and Mausbach, Ann T., (2008). *Align the Design: A Blueprint for School Improvement*.
2. Koonce, Glenn L. *Taking Sides, Clashing Views on Educational Issues*. [18th edition]; New York, NY: McGraw-Hill
3. English, Fenwick W. (2010). *Deciding What to Teach and Test*: Corwin Press. [3rd edition]

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/or Examinations**

Every student is required to submit these assessments, [a] Demographic Analysis of Data, and [b] Curriculum Design Framework] to TK20 through Blackboard. 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

Since this is a graduate-level class, high quality work on all assignments and meaningful class participation is expected. Rubrics will be used in the evaluation of required course work.

Assignments are to be completed by the due date outlined. Assignments submitted late will have points deducted. Assignments submitted more than one week late may not receive full credit. All written assignments are to be completed using standard word processing or presentation tools and may be submitted in advance electronically.

Class Participation/Educational Debates:

Class participation and attendance, including participation in online Socratic Seminars, educational debates, and other presentations.

25% of Final Grade

Assignment 1: Design of Curriculum Framework

[Curriculum Framework Design Project] – Group Assignment 40% of Final Grade

DUE NOVEMBER 14TH - TK 20 BLACKBOARD SUBMISSION

Purpose: 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 **content area** model for emerging leaders in the field of administration. The rationale for developing a program for emerging leaders instead of a grade level or subject area framework is because instructional/administrative leadership focuses on broad implementation, as opposed to teacher leadership that is more grade/subject specific (these curricula are often mandated by the state/district anyway). As one of the middle courses in the licensure program, creating a leadership framework allows students an opportunity to reflect on what they've learned about site-based leadership to date and what they would still like to explore. Finally, creating the framework ties all (if not most) of the major concepts of the course together, allowing students to practically apply what they've learned in a concrete way (theory to practice), such as aligning the program with standards and assessments. These concepts can then be applied to any curricular area as a site-based leader. Some examples of smaller-scale program designs in Curriculum might be: Special Education, Global Education, Leading in Urban Settings, etc.

Assignment:

In small groups explore and research existing leadership programs, then design and construct a Curriculum Guide Framework for aspiring educational leaders. The document is not to exceed 20 pages [25 slides if using PowerPoint], including references that are written in APA style. Components to be included in the curriculum framework are listed in the directions below.

DIRECTIONS:

[a] Collaboratively.....

- Conduct Internet searches of other leadership programs across the nation (and world).
- Interview both seasoned and new administrators about what they believe emerging administrators need in preparing them for 21st century leadership.
- Check the web sites of educational organizations, the State Departments of Education, accrediting agencies to discover the requirements and suggested content and activities for leading-edge programs.
- Collect information and ideas about leadership development from other sources selected by your group.
- Be creative in your ideas about the different teaching methods that could help aspiring leaders learn, how they will be assessed, activities for learning, and where leadership development could occur.
- Synthesize those data that your group collects from various sources and make content and format decisions for your [individual] curriculum document. Select the essential knowledge, skills, and dispositions that you believe should be included in a curriculum framework for aspiring leaders.
Then, construct a matrix to validate and support what you consider “the right curriculum.” **Select one of the concepts in your program design and use a modified “backward design” mini lesson plan to teach that concept to aspiring leaders [PD Assignment for Curricular Change-Presentation]**

Your curriculum framework –curriculum map, course offerings & brief descriptions-- should include the following components:

1. a philosophy and/or vision for the aspiring leaders’ program
2. a validation matrix with at least 4 to 6 sources (include ISLLC, NCATE, ELCC, VA DOE components)
3. a list of the critical knowledge, skills, and dispositions needed by aspiring leaders
4. a list of essential questions to guide the content of your curriculum framework
5. one PD mini-lesson using the simplified backward design model
6. a reference page to document the sources [minimum of 6] used when collecting data and constructing the framework.

Assignment 2: Professional Development for Curriculum Change

Deliver a Professional Development Session for a Selected Curriculum Issue from Assignment 2-
Group Project – *IN CLASS* **10% of Final Grade**

DUE NOVEMBER 28TH AND DECEMBER 5TH- IN CLASS PRESENTATIONS

Purpose:

As educational leaders, we are frequently faced with instructional issues directly related to the written/taught curriculum, and the challenge of presenting them to colleagues in the schoolhouse. The purpose of this assignment is to demonstrate the ability to deliver a PD session to class colleagues based on a **new** course [or new course idea] identified in your Curriculum Framework Design.

Assignment:

You (plural) will identify a current/future curriculum issue from the Design of a Curriculum Framework Assignment and prepare a 30-40 minute PD presentation designed to assist educational leaders in their understanding of the curriculum issue.

Assignment 3: Demographic Analysis of Assessment Data

Study of Demographic Information and Assessment Data for Improved Student Performance -
Individual Assignment **25% of Final Grade**

DUE DECEMBER 5TH -TK 20 BLACKBOARD SUBMISSION

Purpose:

The purpose of this assignment is to demonstrate the 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 analysis of relevant [recent] research-based strategies as a part of the effort to lead school improvement. (An individual learning activity completed during and outside of class).

Assignment:

Prepare, at minimum, a Mini-CASE STUDY (5 to 7 pages, including graphics) utilizing the analysis of actual demographic and test data from your school, and, after examining existing site- based Action Plans, analyze the *strengths and weaknesses* in the Action Plan 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 student achievement data for your school
2. Identify demographic information for your school as it relates to student achievement data for your school's 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 analyze existing site-based “action plans” (focusing on strengths and weaknesses) that target the two curriculum areas you selected for improving student achievement.
 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. Make recommendations to site-based leadership on ways to involve school staff in the change process.
- **Additional Requirements**
 - All students are now required to activate and monitor their GMU e-mail accounts. Access to a computer and email are essential for this course.
 - Candidates are expected to attend each class for its entirety. Candidates who must be absent from class are expected to notify the instructor in advance- phone or email.
 - Candidates who miss more than one class, or who arrive late or leave early, will lose participation points.
 - **Other Requirements**
 - All students are now required to activate and monitor their GMU e-mail accounts. Access to a computer, the World Wide Web, and email are essential for this course. Students will be given access to Blackboard.com for communication and resource purposes. Students are expected to competently use standard computer office tools such as word processing, spreadsheet, database, and presentation software.
 - Students are expected to attend each class for its entirety. Students who must be absent from class are expected to notify the instructor in advance by telephone or email.
 - Students who miss more than one class, or who arrive late or leave early, will lose participation points.
 - **Grading**

Because EDLE 616 is a graduate level course, high quality work is expected in class and on all assignments. Assignments 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 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.

Grading Scale:

Class Participation/Educational Debates.....	25 points
Assignment #1	40 points
Assignment #2.....	10 points
Assignment #3.....	25 points
TOTAL:	100 points

A+ = 100 percent	A = 95 - 99 percent
A - = 90 - 94 percent	B+ = 87 - 89 percent
B = 83 - 86 percent	B - = 80 - 82 percent
C = 75 - 79 percent	F = 0 - 74 percent

Professional Dispositions

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

Class Schedule

September 5

- Introductions
- Course Overview
- Socratic Seminar Format
- Educational Debate, Koonce Issue 1.1- “Should the Curriculum Be Standardized For All?”
(Chapters 1, Deciding What to Teach and Test, pp. 5 - 38)

September 12

- The Function of Curriculum in Schools
- Assignments 1, 2, and 3- Q/A, Group Partners
- Educational Debate, Koonce Issue 2.3- “Do American Schools Need a Common Curriculum?”
(Chapter 2, Deciding What to Teach and Test, pp.39 - 76)

September 19 (Online)

- Socratic Seminar-Chapters 1, Deciding What to Teach and Test, pp.5 – 38
(Chapter 3, Deciding What to Teach and Test, pp.77-103)

September 26

- Ideologies of Curriculum
- Curriculum Leadership
- Design for School Improvement
- Educational Debate, Koonce Issue 3.12- “Is the Use of Technology Changing How Teachers Teach and Students Learn?”
(Chapter 4, Deciding What to Teach and Test, pp.105-126)

October 3

- Curriculum Planning and Pacing Guides
- Curriculum Construction
- What Should a Curriculum Look Like?
- Educational Debate, Koonce Issue 3.7- “Is the 21st Century Skills Movement Practical?”

October 10 (Online)

Socratic Seminar- Chapters 2, Deciding What to Teach and Test, pp.39 - 76

October 17 (Online)

Socratic Seminar- Chapter 3, Deciding What to Teach and Test, pp.77-103

October 24

Aligning the Curriculum

UBD

Curriculum Mapping

October 31 (Online)

Socratic Seminar-Chapter 4, Deciding What to Teach and Test, pp.105-126

November 7

Curriculum Leadership

Politics of Curriculum

ESSA Implications for Curriculum

“Politics and Education Don’t Mix”- article

“Fixing the Schools Isn’t Everything”- David Berliner article

November 14 (Online)

Group Work Time on Assignments

Assignment # 1 Due- TK20 Submission

November 21

THANKSGIVING DAY HOLIDAY

(NO CLASS)

November 28

Assignment #2 Presentations- In Class

December 5

Assignment #2 Presentations- In Class

Assignment # 3 Due- TK20 Submission

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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/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>

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