GEORGE MASON UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Education Leadership Program/*Course Syllabus*

Course Number and Title

- EDLE 616.602 Curriculum Development & Evaluation (3 credits) Spring, 2019.

Meeting Dates & Times [& Location]: Wednesdays, 5:00 pm to 8:00 pm, PWCS Old School Board Office. Room 203

Instructor

Name: Dr. Michael E. Bishop
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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 a hybrid course for this session.

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, case studies, media, Internet assignments, group Blog submissions, lecture, guest practitioners, group presentations, interviews, collaborative learning and reflection. There is some out-of-class work expected.

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 <u>two</u> 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 *solve* 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).

Textbook*s* [required]:

- McTighe, J. & Wiggins, G. (2005). *Understanding by Design. (Expanded 2ⁿᵈ Edition.)* Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].
- Virginia Standards of Learning

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: You are expected to attend each *in person* 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.

Grading Scale:

Activity	Total Points
Class participation/Attendance	10
Discussion Board/Online participation	10
Case Study Analysis (Peer/Sm Group)	10
(Assignment #1)	15
Long Range Unit/Student Academic performance Plan (Assignment #2)	25
Data Analysis assessment (Assignment #3)	30

TOTAL: 100 points

A+=100+ points   A=95-100 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

Course Pacing/Outline

Lesson	Topic/Activities	Assigned Readings, Viewings.	Learner Outcomes
1 1/9/19 *Class*	Standards Based Assessment practices	1. www.p21.org 2. Video: What is UBD? https://youtu.be/d8F1SnWalfE 3. Video: https://youtu.be/ClS3-8-QPqo 4. UBD Handbook: Chapter 1-3 5. Top 5 strategies for Parents 6. Standards based grading Article #1	Identify components of quality assessment and design. Identify and provide examples of quality assessment practices that allow students to demonstrate mastery.
2 1/16/19 *Online*	Curriculum Design: An introduction to UBD	1. Assessing Student Learning (Renshaw) 2. Proficiency or Growth: Learning Targets Article 3. Common Core 9 Ways Article 4. STds Based Video: https://youtu.be/h-QF9Q4gxVM 5. Assessment Video (Wormelli): https://youtu.be/rJxFXjfB_B4 6. Classroom Assessments for Student Learning (CASL) – Stiggins Article	Understand the importance of Begin with the End in Mind. Define the Purpose of UBD. Define the role of the student, teacher & administrator in UBD.

		7. What would students do if they didn't have to do HW? (PDK)	
3 1/23/19 *Class*	Assessment practices and Curricular Design	1. Article: Rick Wormelli: Retakes and Redos Done right. 2. Handout: 14 tips for ReTakes 3. Retake Video Pt 1: https://youtu.be/TM-3PFfIfvI 4. Video: https://youtu.be/rJxFXjfB_B4 5. Article: Cognitive Rigor Matrix and Bloom's (hess, Carlock, et al) 6. UBD Handbook: Chapter 4	Create some sample instructional goals for student learning.
4 1/30/19 *Online*	Frameworks for student learning. • Expectations • Sequencing • Assessment • Re-Teaching • Evaluating	1. Retake video Pt 2: https://youtu.be/wgxvzEc0rvs 2. Video: https://youtu.be/-RXYTpgvB5I 3. Grant Wiggins UBD Video: https://youtu.be/4isSHf3SBuQ 4. Grant Wiggins UBD Video Pt 2: https://youtu.be/vgNODvvsgxM 5. Article: Blooms/evolving to Webb's DOK 6. Sustaining a Vision of Rigor 7. UBD Handbook: Chapter 5	Understand the connection between expectations vs demonstration of learning/mastery.
5 2/6/19 *Class*	SB Policy/Regulation that relate to Curriculum delivery	1. Presentation Night for all Students 2. UBD Handbook Chapter 6 3. NASSP research review: Secondary Grading 4. Review ISD Curriculum responsibilities chart	**Assignment #1 Due**
6 2/13/19 *Online*	Curriculum Alignment at the Local / State / National level.	1. UBD Handbook: Chapters 7 2. Video: https://youtu.be/YYOvYB33NtU 3. 15 ways to become a Smarter Teacher (handout) 4. Literacy is Not Enough Keynote (handout) 5. A Guide to Assessment practices (handout) 6. Article" Proficiency vs Growth: Learning Targets	Understand the impact that government has on educational practice.
7 2/20/19 *Class*	Formative Assessment and Curriculum Evaluation	1. Video: https://youtu.be/JI-YgK-l4Sg 2. Handouts: Blooms Cognitive, Blooms Processing, Blooms, Rio Grande City ISD chart 3. Webb's DOK/Bloom's combo chart 4. UBD Handbook Chapter 8	6 facets of Understanding Role of Essential Questions Understanding what the student needs to be successful.
8	Understanding Curriculum planning and	1. UBD Handbook: Chapter 9 2. Hidden Curriculum abstract	

2/27/19 *online*	Design relationships.	3. Hidden Curriculum Video: https://youtu.be/NuLhmDE9Exo 4. Inside Out Video summary	
9 3/6/19 *Class*	Curriculum Frameworks Presentations	Presentation Night for All Students	**Assignment #2 due**
10 3/13/19 *class*	Curriculum and Leadership	1. Webb Leveling/Student Handout 2. UBD Handbook Chapter 10 3. Standards based Grading & Beyond (Greenstein) 4. Instructional Leadership (Jenkins)	NOTE: CLASS IS BACK TO BACK!
11 3/20/19 *Online*	Improving the Quality of Instruction	1. Instructional Action Plans 2. Assessment Analysis using Blooms and Webb 3. Data Analysis for Instruction Article 4. Video: Targeted Instruction: https://youtu.be/mUd5VJbuD5M 5. Video: Examples of a PLC https://youtu.be/L-EUGRwgubM 6. Video: PLC's at Work https://youtu.be/buUaPW1uhSE	Designing targeted and embedded professional development
12 3/27/19 Class	Standards Based Professional Development	1. Instructional Action Plan Templates 2. CLT Discussions/Agenda Writing/Topics 3. Article: Building professional Community in Schools. (Kruse, et al.) 4.	Building professional Learning Communities in your school
13 4/3/19 TBD	Course Themes [wrap-up] 616 Essential Q revisited	1. Fullan: The Six Secrets of Change (Handout) 2. Video: PLC Effectiveness https://youtu.be/hv3WlaA7Uko 3. Article: The Change Leader (Fullan)	**Assignment #3 due**

Syllabi created in a learner vacuum are by nature, imperfect

A make-up session [or 'E' Learning Class] will be scheduled, if needed, to replace any session that is cancelled due to weather conditions.

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 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/polices-procedures/ .

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

Assignment #1

School Board Policy/regulation Implementation

Identify critical school board policy for curriculum development and evaluation

Purpose:

As educators, it is important that we have a clear understanding of the educational policies developed by our school boards, and our responsibility as educational leaders to implement them. This assignment will challenge your ability to investigate a particular policy adopted by a chosen school board and examine its impact on student learning and achievement. A RUBRIC WILL BE PROVIDED for this assignment.

Assignment:

Prepare a 3-4-page brief to be presented to classmates. It should contain the following information:

NOTE: **All Students must evaluate a policy/regulation** that has to do with **instruction /evaluation /grading or assessment** in some way.

1. School Board Policy or Regulation for presentation to Faculty (does not have to be a PW Policy/Regulation)

2. Brief summary for the current policy/Regulation for all staff to understand.

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. Candidates will conduct interviews with administrators and/or multiple stakeholders in order to gain detailed knowledge of the policy and its impact at the local school level.

    a. Make contact with your chosen interviewee early in the quarter

5. Your suggestions/plan for execution will be presented to classmates on 2/6/19

    a. They will be your faculty / staff for this exercise.

6. You must present to the staff the reasons for the new policy/regulation and how it will be implemented at your school.

7. Time limit for all presentations is 8 minutes.

Assignment #2

Design of Curriculum Framework (25 pts)

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.

An example might be the creation of a design framework that addresses a specific, site-based problem, in the creation of a 5 to 6 PD Course sequence to help classroom teachers better integrate technology into their day-to-day practice. A RUBRIC WILL BE PROVIDED for this assignment.

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].

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, Contemporary Issues, Global Education, Urban Settings, Technology Integration, Leadership for ELL Students, etc.

Instructions:

1. Students should first explore and research existing several [at least 3] leadership programs, then individually design and construct a Curriculum Framework [in PowerPoint] for aspiring educational leaders.
2. A written document should be created, including references that are written in APA style, that does not exceed 15 pages.
3. Components to be included in the Curriculum Framework are included in the Rubric.
4. Your curriculum framework is comprised of 3 parts:
    a. Part 1 consists of a conceptual design;
    b. Part 2 comprises 5 to 6 course offerings & brief descriptions, along with course assessment[s]—formative or summative; and
    c. Part 3 consists of a UBD designed Professional Development Session [on ONE of the courses].

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 <u>proposal</u> (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

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) utilizing the analysis of actual demographic and test data from your school, and, after examining existing site-based SIP/Action Plans at your 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

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!