

George Mason University
College of Education & Human Development
Graduate School of Education

Course Number and Title:
EDLE 616-601 Curriculum Development & Evaluation
Spring, 2023 [3 credit hours]

Meeting Dates, Times, and Location:
Blended/On-Line Wednesday 4:45 pm - 7:45 pm (Zoom)

In-Person Classes: Wakefield High School (Arlington) Room A - 335

- Wednesday, May 24 & 31
- Wednesday, June 14, 21 & 28
- Wednesday, July 5 & 26

On-Line Sessions:

- Wednesday, June 7, 2023
- Wednesday, June 28, 2023

Instructor:

Dr. Tyrone Byrd
Office Hours: By Appointment
Phone: (703)935-6173
Email: tbyrd@gmu.edu

Website: Blackboard []

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, EDL 690, and EDLE 791

Course Description:

This course examines the relationship of the written, taught, and tested curriculum and identifies critical leadership decisions that can positively impact student achievement.

Coursework and conversations will identify components of effective curriculum guides. Students will construct a mini-document for future personal use. [Course may not be repeated for credit.]

In three Units [micro, micro-macro, and macro] EDLE 616 examines the relationship between written, taught, and tested curriculum; conceptual frameworks [UBD, Mapping]; and identifies critical leadership decisions that can positively impact student achievement. Also examines foundational influences on the worlds of Curriculum and constructs a Curriculum Design model for emerging leaders.

Delivery:

This course will be delivered in a hybrid format, face to face when noted and asynchronous online. Online sessions will be via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles, Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication. The course site will be available on 5/24/23

Technical Requirements:

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operating systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quicktime Player: www.apple.com/quicktime/download/

Video/Screencasting Tools: You may use Kaltura, Jing, to record your videos and Discussion Board assignments.

Group Work: You may use Google Docs, Wikis, etc. to collaborate with colleagues on group assignments. Discussion Board group activities will be pre-assigned on Blackboard.

Bb Collaborate/Skype/Zoom: You may communicate also with colleagues using these platforms.

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, Yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

Expectations

- **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 daily [or several times per week].
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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.

- **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 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 ensure 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:

[i] demonstrate an in-depth knowledge of curriculum design, development, and 4 evaluation and connect all parts to NELP standards in the design [and presentation] of a mi 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.

Course Objectives:

1. Understand the myriad influences on the Field of Curriculum, Development, Design & Evaluation.
2. Investigate frameworks—Understanding by Design, Curriculum Mapping—that efficiently connect Curriculum Standards to Programs of Study.
3. Analyze Curriculum Leadership practices in the areas of Evaluation, Professional Development, Alignment, and Standards-based practices.

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 National Education Leadership Preparation (NELP) as shown below.

1. NELP: 6:3 Program completers understand and demonstrate skills in supporting the district's collective instructional and leadership capacity to address 5 emerging school issues.
2. NELP 3.2 Program completers understand, and demonstrate the capacity to advocate and cultivate for equitable access to opportunities, resources and instructional materials.
3. NELP 1.1 Program completers understand and demonstrate the capacity to design, communicate and evaluate a district mission and vision, in supporting learning for all stakeholders.
4. NELP 4.2 Program completers understand and can demonstrate the capacity to evaluate a comprehensive, rigorous, and coherent curricular and instructional school program that fosters digital literacy, data literacy, equity and improvement for all students.
5. NELP 4.4 Program completers understand and demonstrate the capacity to design, implement & evaluate coherent [and differentiated] systems of curriculum, instruction, and assessment.

6. NELP 4.4 Program completers understand and demonstrate the capacity to design, implement & evaluate coherent [and differentiated] systems of curriculum, instruction, and assessment.
7. NELP: 1.2 Program completers understand and demonstrate the capacity to lead continuous and sustainable improvement processes that engage diverse stakeholders in data collection, diagnosis, design and evaluation.

Required Text:

Lalor, Angela di Michelle [2017]. *Ensuring High-Quality Curriculum [How to Design, Revise or Adopt Curriculum Aligned to Student Success.]* Alexandria, VA: ASCD

Course Evaluation and Grading:

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

VIA Performance-Based Assessment Submission Requirements

Every student registered for any EDLE Course with a required performance-based assessment is required to submit —[i] **Design for Curriculum Framework, and [ii] Demographic Analysis & Assessment Data**, to the **VIA Assessments**, **link** 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to an F nine weeks into the following semester.

Course Requirements:

In-class sessions will regularly involve dynamic collaborative conversations. It is essential that students have completed required readings so that each is prepared to pose questions and introduce new concepts for their classmates.

Online sessions will feature Group Discussion Board & Individual Journal submissions [both of which could include video and podcast versions]. The completion of and reflection on assigned readings, **constructive participation** in discussions and group work as well as on-line communication - as needed - 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.

The following norms will guide our in-person or online discussions:

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say while someone else is talking.)
- Criticize ideas, not individuals. We all can learn something from each other, even if your views don't necessarily align.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.
- We are accountable for our words and their impact.
- Personal information that comes up in the conversation should be kept confidential.

**Taken from the Centers of Teaching and Learning at the University of Michigan, Columbia, Cornell University, and UC Berkeley*

If missing 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.

Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in learning modules.
2. Original thinking and persuasiveness; and
3. Clarity, concision and organization.

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

1. GMU Policies and Resources for students
 - a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
 - b. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
 - c. 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.

- d. 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/>).
 - e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - f. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
 - g. 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.
 - h. 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://ds.gmu.edu/>).
2. Campus Resources
- a. Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
 - b. For information on student support resources on campus, see <https://etfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s [Title IX Coordinator per University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support Advocacy Center \(SSAC\)](#) at (703)380-1434 or Counseling and Psychological Services (CAPS) at (703)993-2380. You may also seek

assistance or support measures from Mason's Title IX Coordinator by calling (703)993-8730 or emailing titleix@gmu.edu.