COURSE NUMBER AND TITLE:
EDLE 616: Curriculum Development and Evaluation (3 credits)

INSTRUCTOR:
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Office Location: Commerce Building, Suite 200-A
4085 University Drive
Fairfax, VA 22030

OFFICE HOURS: Wednesdays, before and after class
5:00 - 6:00 p.m Also, after class, with previously scheduled appointment

TEXTBOOK:
3. The professor will assign articles and other relevant readings.

COURSE DESCRIPTION: Examines the relationship of the written, taught, and tested curriculum and identifies critical leadership decisions that can positively impact student achievement. Identifies components of effective curriculum guides and mini-document for personal use is constructed.

STUDENT OUTCOMES: Students will
1. Become aware of the historical foundations of curriculum and curriculum theory.
2. Demonstrate in-depth knowledge of a model for curriculum design, delivery, and assessment.
3. Demonstrate knowledge and skill in designing a curriculum
4. Demonstrate knowledge of the essential components of “user-friendly” curriculum guides.
5. Be aware of current and emerging issues in curriculum, including ethical considerations and the role of diversity.
6. Identify critical components of a well-formed school board policy for curriculum development and evaluation.
7. Analyze student assessment data and make plans for improvement.
RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION:
The purpose of the course is to strengthen the knowledge, skills, and dispositions of EDLE students as instructional leaders/managers. The course provides participants with models for (1) designing and managing curriculum; (2) relating school board policy, professional development, and budget to effective instructional leadership; and (3) analyzing and constructing effective teacher-friendly curriculum guides.

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 the Accreditation of Teacher Education (NCATE), and Educational Leadership Constituent Council (ELCC).

NATURE OF COURSE DELIVERY: A variety of instructional methods are used to cover the subject matter and create a dynamic, interactive learning environment. These methods include large and small group discussions, case studies, media (when needed), Internet assignments, lecture, guest practitioners, group presentations, email discussions, cooperative learning, and reflection.

EDLE INTERNSHIP REQUIREMENTS: Students must complete the following 3 internship requirements.
1. Design a curriculum framework, including an evaluation component, a rationale for curriculum content, and a matrix of at least 6 sources that supports the rationale (i.e. national association, current assessment data, surveys, futurists, experts in the field, research, literature reviews, etc.).
2. Evaluate curriculum guides, based on pre-determined criteria, and make recommendations for improvement, where needed.
3. Conduct an analysis of state and/or locally mandated test scores and qualitative measures of student achievement. Then make written recommendations for teaching and learning based on results of the student performance analysis.

COURSE REQUIREMENTS: You are expected to attend each class because discussions, 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, and partaking in on-line communication when needed are routine expectations. Access to a computer and a GMU email account are essential. Computers are available in labs that are located in the Graduate School of Education.

If missing a class is unavoidable, you are responsible for notifying the professor (preferably in advance), checking with class colleagues for notes, and completing any missed assignments, readings, etc. before the start of the next class. Absences may affect your final grade. All written assignments must be completed on a word processor and turned in on or before the due date. Late assignments affect your final grade, and will not be accepted for credit.

To plan and complete group projects, you may need to meet at times other than during scheduled class sessions.

As you probably already know, EDLE students are expected to attend the program’s annual leadership conference on Saturday, February 11, from 8:30 – 12:30 in the Johnson Center on the GMU campus.

EVALUATION AND GRADING: Because EDLE 616 is a graduate level course, high quality work is expected in class and on all assignments. If assignments are graded by a rubric, the assessment format 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 technical 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, use data to make instructional decisions, and view the impact of decisions from a systemic perspective and from the benefit to student learning.
The grading scales and assigned percentages shown below are assessment guidelines only. Your final grade for the semester will reflect the professors’ judgment of your classroom performance as you attempt to demonstrate the leadership behaviors as outlined in the above paragraphs. In other words, I want you to demonstrate, in observable behavior, your understanding of curriculum and your readiness for the awesome responsibility and joy that comes with a leadership position in schools.

**GRADING SCALE:**

Participation:
- Relevant class discussions
- Contributions to group learning
- Homework
- Data analysis and instructional plan.................................................. 30 points
- Construction of group curriculum guide.............................................. 20 points
- Construction of a Backward Design lesson (self-selected content)........... 10 points
- Evaluation and rating of curriculum guides........................................ 10 points
- Collection, examination, and analysis of curricular policies.................. 5 points
- Post-assessment.................................................................................. 20 points

**TOTAL** 100 points

**Grading Scale**

- A+ = 100 points
- A  = 95 - 99 points
- A- = 90 - 94 points
- B+ = 85 - 89 points
- B  = 80 - 84 points
- B- = 75 - 79 points
- C  = 70 - 74 points
- F  = 69 points or below
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<thead>
<tr>
<th>STUDENT OUTCOMES</th>
<th>EVIDENCE OF COMPLETION</th>
<th>POINTS</th>
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<tr>
<td>#1 Students will demonstrate an awareness of the historical foundations of curriculum and curriculum theory.</td>
<td>#1 After reading material on the historical foundations of curriculum or curriculum theory, students will discuss homework components in class and create assessment questions to test their colleagues’ knowledge of the material.</td>
<td>Portion of participation points</td>
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<td>#2 Students will demonstrate an awareness and in-depth knowledge of a model for curriculum design, delivery, and assessment.</td>
<td>#2 After working small groups to discuss, plan, research, synthesize data, and make decisions about curriculum content, students will develop and use multi-media to present a mini-curriculum guide with required components.</td>
<td>20 points</td>
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<td>#3 Students will demonstrate knowledge and skill in designing a curriculum lesson for practical use.</td>
<td>#3 Students will construct a classroom curriculum lesson, using the “backward design” model.</td>
<td>10 points</td>
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<td>#4 Students will demonstrate knowledge of the essential components of “user-friendly” curriculum guides.</td>
<td>#4 Students will evaluate (rate) and rank curriculum guides based on specific criteria.</td>
<td>10 points</td>
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<td>#5 Students will demonstrate knowledge of current and emerging curriculum issues, including ethical considerations and the role of diversity.</td>
<td>#5a Students will synthesize information about current and emerging curriculum issues gained from the text, interviews with current administrators, and classroom presenters. Then, students will construct a matrix to display their learning, including ethical considerations and the role of diversity for each curricular issue. or #5b Students will research and write a 5-7 page analysis of a curriculum issue that includes all components outlined in directions for the assignment.</td>
<td>Portion of participation points</td>
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<td>#6 Students will identify critical components of well-formed school board policy for curriculum development and evaluation.</td>
<td>#6 Students will collect, examine, analyze, and discuss the appropriateness of components found in samples of school board curriculum policy. Students will select policy and administrative regulations from listed examples of both and then write the reasons for their selections.</td>
<td>5 points</td>
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<td>#7 Analyze student assessment data and make a plan for improvement.</td>
<td>#7 Students will analyze authentic student achievement data, in class and in their schools. They will use the data to develop a plan for improvement.</td>
<td>Portion of participation points</td>
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DIRECTIONS FOR COMPLETING STUDENT OUTCOMES:

Directions for completing student outcome #1: After reading the material on the historical foundations of curriculum, construct a timeline of significant events and/or people associated with schooling in the U.S. Make notes of your assigned reading section. During class, use your notes to teach a colleague about the section of the manuscript that you read. Create questions to assess your colleague’s knowledge of the material you taught.

Directions for completing student outcome #2 (Group Assignment): After studying curriculum models, work in small groups to design and construct a curriculum guide for aspiring educational leaders. You will need to conduct Internet searches of other leadership programs across the nation, interview seasoned and new administrators, talk to experts, and read articles about future projections of the knowledge, skills, and dispositions needed by educational leaders and managers. Your group will construct a validation matrix to illustrate your rationale for the specific knowledge, skills, and attitudes that your group selects. (The guides must reflect a minimum of 6 different sources to validate the curriculum, including national and state standards required for administrator license.) After your group has collected, documented, and synthesized the data, you will use those data to make content and format decisions for your curriculum document. (The document is not to exceed 10 - 12 pages.)

Your document should include the following components:

- A vision for the aspiring leaders’ program (group consensus)
- A validation matrix with 6 or more sources, including standards for education administration programs in the Commonwealth of Virginia and nationally (see sample validation matrix in Fenwick English text)
- A list of one or more essential questions to guide the aspiring leaders’ program
- A list of what your group wants graduates of a leadership programs (aspiring administrators) to know (knowledge), be able to do (skills), and believe (dispositions/attitudes).
- Suggestions for how participants will be engaged in learning the curriculum (suggested instructional methods and/or experiences/activities).
- A reference page (use APA style) to document the sources you use in the development of the document.
- One backward designed lesson. (Select one desired knowledge, skill, or attitude that you want participants to know or be able to do. Then, design a sample lesson around it, using the simplified “backward design” model discussed in class. Include the lesson in your document.

Your group will present the document in a class session. The presentation is limited to 20 minutes, including questions from your classmates. It should include a verbal/media presentation and some handouts.

Your presentation also needs to include a rubric for your classmates to assess your document and your presentation. Construct a rubric for assessing 3 levels of understanding. (Examples: Exemplary, Meets Expectations, Does Not Meet Expectations.)

Directions for completing student outcome #3: Construct a classroom curriculum lesson or unit, using the “backward design” model. (see Wiggins/McTighe)

Directions for completing student outcome #4: Use the criteria outlined in the Fenwick English textbook to individually rate and rank a minimum of 4 curriculum guides. When completed, you will exchange guides with a classmate and rate the new guide. Then, compare ratings scores. A discrepancy of 1 point between the scores is acceptable. If the discrepancy is higher, discuss the discrepancy and then, together, rate the guide again.

Directions for completing student outcome #5: Synthesize information about current and emerging curriculum issues. You will gain this information from your texts, discussions with guest presenters, and interviews with your administrators. Then, you’ll construct a matrix to display your learning. Include ethical considerations and the role of diversity for each curricular issue, if appropriate. A sample format for displaying your information is provided below.
For #5b (option): Individually researched curriculum issues (self-selected) will be given to the professor during sessions 8 and 9. The length of papers should be between 5 – 7 double-spaced pages, including the reference page. Write succinctly, with correct grammar and sentence construction. Use transition sentences and titles/subtitles to make your ideas “flow” from one to the other. Although you may understand what your points are, be sure that a reader of your paper (your audience) does not have to assume what you mean. In other words, keep your audience (the reader) in mind when you are writing. Be sure to use APA style for both the paper’s content and references. The format for your paper should includes the following sections, in bold print:

- Identification of Issue (Identify the issue up-front. State what the issue is.)
- Why This Is An Issue (Tell why it is an issue.)
- Background on the Issue (Provide some background information about the issue)
- Discussion of the Issue (Discuss the issue in depth. Use a minimum of 3 viewpoints on the issue. Include the pros and cons—the advantages and disadvantages—of each viewpoint). Do not state your opinion in this section.
- Personal Position on the Issue (In this section, state your personal position on the issue)
- School Implementation (State how you, as a school principal or assistant principal, would implement your position on the issue. In other words, state what strategies you would use or how you would behave, etc. that are congruent with your position.)
- Ethical Considerations (Describe what you consider are the ethical aspects of this issue, if any.)
- Role of Diversity (State how the issue is impacted, if at all, by diversity.)
- Summary (Include a summary of the main points in your issue paper.)
- References (Include a reference page to identify your data sources. Use APA style.)

**Directions for completing student outcome # 6**: Look at the index of the your school board policy manual or find the policy manual on the Internet. Select and bring to class 2 examples of policies for curriculum design, delivery, and/or evaluation. Bring the accompanying administrative regulations for one of the policies. You will evaluate how well-formed the policy is, based on criteria suggested by the National School Boards Association in Alexandria, Virginia.

**Directions for completing student outcome #7**: Discuss and analyze sample student assessment data in class. Then, work with your administrator to analyze your school’s student assessment to determine strengths, weaknesses, and trends. Then design an improvement plan.

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<th>ISSUE</th>
<th>Current or Emerging</th>
<th>Why it is an issue</th>
<th>Ethical Considerations</th>
<th>Role of Diversity</th>
<th>Data Source(s)</th>
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## COURSE CONTENT

The content and sequencing of topics may be modified to meet the needs of the class and to accommodate the schedules of presenters.

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<tr>
<th>SESSION</th>
<th>TOPICS</th>
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| 1 1/25  | Introductions  
          | Pre-assessment of curriculum knowledge  
          | Overview of course  
          | Functions of curriculum and terminology  
          | Diverse points of view (small group work) |
| 2 2/1   | Homework Discussion (Jigsaw activity)  
          | Overview of the American education system  
          | Case Study |
| 3 2/8   | How to identify a well-formed policy, Evaluation of policy  
          | Rating and ranking curriculum guides  
          | **Group project assigned** |
| 4 2/15  | No class meeting. Work independently on course requirements. |
| 5 2/22  | **First Reflection Sheet Due (Practice)**  
          | The written curriculum — continued  
          | Gap analysis  
          | Guest presenter |
| 6 3/1   | **Reflection Sheet Due**  
          | The taught curriculum  
          | The Backward Design model  
          | Monitoring curriculum, Teaching “to the test” |
| 7 3/8   | **Reflection Sheet Due**  
          | The assessed curriculum  
          | Guest presenter |
| 8 3/15  | No class. Spring break GMU |
| 9 3/22  | **Reflection Sheet Due and Progress Report for Group Project Due**  
          | The assessed curriculum — continued  
          | Data-driven decisions for an instructional plan |
| 10 3/29 | Guest presenter  
          | Group project work – |
| 11 4/5  | Guest presenter, Group project work |
| 12 4/12 | No class. Spring break for school districts. |
| 13. 4/19 | Review of course  
          | Final group project work in class |
| 14 and 15 4/26, 5/3 | Group presentations of curriculum guides |
| 16 5/10 | Final group presentation, course assessment, evaluations, celebration of accomplishments |
Performance Expectation Form

I have read and understand the expectations required in EDLE 616.

Name
Printed__________________________________________ Date____________

Signature______________________________________________________________

Student I.D. #________________________________________
1. What is your personal learning objective for this course? (must be possible to achieve while in this course)

2. Describe how you will know when you have accomplished this objective.

3. How do you know when you are doing a good job in your class work? (What do you have to see, hear, and/or experience to know?)
4. How do you determine if someone else is doing a good job in this course?

5. How do you learn best in the context of academic work?

6. How do you know when a professor is doing a good job? (What do you have to see, hear, and/or experience to know?)

7. On a separate sheet of paper, tell one of the times that you were successful on your job. Kindly identify the position first. Then, write your response.