

**George Mason University
Graduate School of Education**

**Education Leadership Program
Course Syllabus
Spring 2005**

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

INSTRUCTOR: Dr. Anita Sobol (703) 753-5451 asobol@gmu.edu

PLACE: King Elementary School, 13224 Nickelson Drive, Woodbridge, VA 22193

TIME: 4:30 – 7:30 pm

TEXTBOOK: English, Fenwick W. (2000). Deciding what to teach and test. Newbury Park, CA: Corwin Press, Inc.
Wiggins, Grant & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

COURSE DESCRIPTION: Studies curriculum design and evaluation with emphasis on critical leadership decisions that can positively impact student achievement.

PARTICIPANT OUTCOMES: Participants will

1. Demonstrate a knowledge and understanding of the function of curriculum in schools.
2. Understand the relationship between the written, taught, and tested curriculum.
3. Demonstrate an awareness and in-depth knowledge of a model for curriculum design and delivery.
4. Demonstrate knowledge of the essential components of “user-friendly” curriculum guides and skill in evaluating curricular templates.
5. Demonstrate knowledge and skill in designing and constructing a curriculum for practical use, including an analysis of school test data and practical implications for teaching and learning.
6. Demonstrate knowledge of current and emerging issues in curriculum, including ethical considerations and the role of diversity.

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 managers and provides practice in identifying and researching current and emerging issues in curriculum. The course provides participants with models for (1) 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 standards set forth by the Virginia Department of Education, Interstate School Leaders Licensure Consortium, and National Council for the Accreditation of Teacher Education (NCATE).

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 use (when needed), email discussions, lecture, guest practitioners, group presentations, interviews, cooperative learning, and reflection.

EDLE INTERNSHIP REQUIREMENTS: The Education Leadership Program has incorporated internship activities into all licensure courses. This course focuses on Area II (Instructional Leadership) and Area III (Organizational Management) in the NCATE Standards found in Appendix A of the Internship Handbook. The following activities meet the internship requirements:

- 1) Design a mini-curriculum framework, including an evaluation component, a rationale for curriculum content, and a matrix of at least 4 sources that support the rationale (i.e. national associations, current assessment data from the local school site, surveys, opinions of futurist, experts in the field, research findings, articles, etc.), and an evaluation component.
- 2) Conduct an analysis of state and/or locally mandated test scores and qualitative measures of student achievement. Make written recommendations for teaching and learning based on results of the student performance analysis.
- 3) Evaluate curriculum guides, based on pre-determined criteria and make recommendations for improvement, where needed.

Course requirements: You are expected to attend each class because discussions, presentations, and hands-on activities are important parts of the course. The completion of and reflection on assignments, readings, constructive participation in discussions and group work are routine expectations.

If missing a class is unavoidable, you are responsible for notifying the professor (preferably in advance), checking with class colleagues for notes, 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 without making prior arrangements with the professor.

Specific course requirements and due dates will be determined during the second class session, after the instructor receives input from the class participants about professional interests.

ADA INFORMATION: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-9932474).

EVALUATION AND GRADING: EDLE 616 is a graduate level course, thus high quality work is expected in class and on all assignments. If assignments are graded by rubrics, you, other class participants, and the instructor will create the rubrics for grading purposes. In this way, the development of an assessment format can 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 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 decisions from a systemic perspective and from the benefit to student learning.

The grading scales and assigned percentages are shown below. 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 demonstrate, in observable behavior, your understanding of curriculum and your readiness for the responsibility that comes with a leadership position in schools.

TOPICAL COURSE OVERVIEW

(Instructor reserves the right to modify the content to meet the needs of the class)

Curriculum Defined	Frontloading
Purpose and Function of Curriculum	Backloading
Written, Taught, and Tested Curriculum	Curriculum Development Cycle
Curriculum Guides	Curriculum Development Myths
Design and Delivery	Understanding Understanding
Gap Analysis	Curriculum Alignment
Validation Matrix	School Boards and Curriculum Policy
Focus and Connectivity	Curriculum Audit
Coordination/Articulation	

COURSE REQUIREMENTS:

- I. **Class Participation**: Be prepared for class having read required material. To facilitate discussion candidates should reflect upon readings noting: (a) at least one interesting fact they learned and (b) at least one idea or concept they feel requires further investigation or clarification. Candidates are regularly expected to be involved in discussions, frequently volunteering ideas, listening when others talk, be tolerant of the opinions of others, be prompt and have full attendance, and promptly transition from break to work session.
- II. **Comparison, evaluation and rating of curriculum guides**: Prepare a written evaluation of a curriculum guide (a program, companion guide, a text series, nine-week plan, course of study, or a set of standards). Analyze its component parts as it relates to educational philosophy, student outcomes, design, methodology, and assessment. Draw conclusions about its effectiveness as a teacher work plan and include recommendations for the improvement of the curriculum guide. **Criteria for Evaluation**: (a) Selection of appropriate curriculum guide, (b) Quality of written presentation, (c) adequate analysis, (d) Relevant recommendations.
- III. **Development of a curriculum document – group project**: Small groups will conduct an analysis of “gap” outcome data and make recommendations for proposed content to be included in the curriculum. A validation matrix with at least four sources to document rationale for group content selection should be included. Findings will be presented verbally, including handouts, and a discussion of timelines and methods for delivering the curriculum. Presentations are limited to 20 minutes, including question/answer period. **Criteria for Evaluation**: (a) Conclusions/ideas supported by evidence and logic, (b) Utilized matrix as prescribed, (c) Presentation well-planned and coherent, (d) Personnel experience/expertise shared where relevant, (e) Communication aids clear and useful.

- IV. **Article Reviews and Presentation:** Complete TWO (2) article reviews that will help broaden your knowledge of current and emerging issues within curriculum. Cite the printed publication (APA or Chicago). Please have articles available in your notebook to help resolve any questions that may arise. Criteria for Evaluation: (a) Written: Critiques should be one to two pages in length. Key points of the article should be summarized which is concise and constitute no more than a quarter of the critique. The majority of the critique should analyze the article. Does it make sense? Are there any obvious errors or questionable conclusions? How does the article apply to practice? Agree/Disagree and support with logic and reasoning the major points/principles of the article. (b) Oral: Candidates will be asked to present orally (10 minutes) and lead a discussion using media. The ability to internalize material and present it in a clear and concise manner is an important skill for a school administrator.
- V. **Interviews:** Candidates will make an appointment to interview one administrator. Questions and responses should be word processed and will be used as a focal point for class discussion on curriculum and the administrator. The following questions could be used to guide your interview:
1. How is curriculum implemented in the school?
 2. How does s/he determine if students are learning?
 3. What is his/her role in curriculum development, implementation, assessment, budget , policy, and staff development?
 4. How does he/she monitor the use of the curriculum?
 5. How does the staff use data analysis to improve instruction?
 6. How does he/she determine if teachers' delivery of instruction matches the curriculum's design?
 7. In what ways is accreditation or self-study feedback used to adjust or modify instructional arrangements, i.e., student or teacher placement or new initiatives?
 8. Would site-based (school) curriculum design be better than the curriculum from the central office? Why/Why not?
 9. Other curriculum related questions about which you are curious.

GRADING

Participation in class and contribution to group learning.....	25 points
Comparison, evaluation and rating of curriculum guides.....	20 points
Development of a curriculum guide.....	25 points
Article reviews and presentations.....	20 points
Interviews.....	10 points

TOTAL 100 points

Grading Scale

A+ = 100 points	B = 80-84 points
A = 95-99 points	B- = 75-79 points
A- = 90-94 points	C = 70-74 points
B+ = 85-89 points	F = 69 points or below

Course Contents
EDLE 616: Curriculum Development and Evaluation

(The sequence of class topics may need to be adjusted to meet the needs of the class)

SESSION	DATE	TOPIC(S)	ASSIGNMENT
1	1/26/05	Introductions Course Overview Identification of Students' Professional Interests Curriculum Defined	Read English, chapters 1 & 2 (pgs. 1-62)
2	2/2/05	The Purpose & Function of Curriculum Who Determines Curriculum? Historical Foundations on Curriculum Theories & Ideologies as a Basis for Curriculum	Read Wiggins, Introduction, chapters 1,2,3,4 (pgs. 1-62)
3	2/9/09	Effective Curriculum Written, Taught, and Tested Curriculum Design & Delivery	Read Wiggins, Chapters 5,6,7,8 (pgs. 63-133)
4	2/16/05	Coordination/Articulation, Consistency, Focus Understanding Understanding Continuity, Flexibility Frontloading/Backloading	Curriculum Article 1 Due (2/23/05)
5	2/23/05	The Written Curriculum Creating "user-friendly" work plans Ranking and rating a curriculum guides	Read Wiggins, Chapters 9, 10 11 (pgs. 134-193)
6	3/2/05	The Taught Curriculum Gap analysis Validation Matrix Article 1 Presentations	Interview Project Due (3/9/05)
7	3/9/05	Curriculum Evaluation Curriculum Monitoring Article 1 Presentations	Read English, Chapter 3 (pgs. 63-91)
8	3/16/05	Curriculum Development Myths Curriculum and the Administrator	Curriculum Guide Project Due (3/23/05)
9	3/23/05	Curriculum Development Cycle Group Curriculum Evaluation	Read English, chapter 4 (pgs. 92-123)
10	3/30/05	Curriculum Alignment and Alignment Issues	Curriculum Article 2 Due (4/6/05)
11	4/6/05	School Boards and Curriculum Policy Article 2 Presentations	Group Curriculum Development Project
12	4/13/05	Curriculum Audits and Accreditation Article 2 Presentations	Group Curriculum Development Project
13	4/20/05	Curriculum Development Project Presentation	Group Curriculum Development Project
14	4/27/05	Curriculum Development Project Presentations	Group Curriculum Development Project
15	5/4/05	Post assessment of course understandings Final Class Celebration	