

GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
EDLE 616-CURRICULUM DEVELOPMENT AND EVALUATION
SECTION CO1
Summer Session C, July 2004
Course Syllabus

1. **Instructor:**

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2. **Course Description/Objectives:**

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

The objectives for the course are as follows:

- a) Demonstrate an awareness and in-depth knowledge of a model for curriculum design and delivery.
- b) Design and construct a curriculum, including an analysis of school test data, and practical implications for teaching and learning.
- c) Demonstrate knowledge of current and emerging issues in curriculum, including ethical considerations and the role of diversity.

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).

3. Course Topical Overview

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

Curriculum Defined

Written, Taught, and Tested Curriculum

Curriculum Guides

Design and Delivery

Gap Analysis

Validation Matrix

Focus and Connectivity

Coordination/Articulation

Frontloading

Backloading

Curriculum Development Cycle

Curriculum Development Myths

Curriculum Alignment

Curriculum Audit

4. Course Requirements

This is a graduate level class. Summer sessions are intense and highly concentrated. Specific course requirements may be altered and due dates will be determined after input from class participants. To plan and complete group project, you will need to meet at times other than during scheduled class sessions.

Textbook:

English, Fenwick W. (2000). Deciding what to teach and test. Newbury Park, CA: Corwin Press, Inc.

5. Assignments/Grading:

Although the internship is a separate course, 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. Activities below meet internship activities listed:

1) Design a mini-curriculum document which includes the rationale for the selected content, a matrix of a least four 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. Then make written recommendations for teaching and learning based on results of the student performances analysis.

3) Evaluate curriculum guides, based on pre-determined criteria and make recommendations for improvement, where needed.

Evaluation of Curriculum Guide (25 points)

Develop an eclectic model to evaluate a curriculum guide. This could be a program, companion guide, a text series, nine-week plans, course of study, or a set of standards. Present written findings to include:

- Describe your model with appropriate references on which it is based
- Evaluate the curriculum guide based on the application of your model
- Construct recommendations for improvement of the curriculum guide

Criteria for Evaluation:

- Selection of appropriate curriculum
- Literature support for evaluation model
- Quality of written presentation
- Adequate analysis
- Relevant recommendations

Curriculum Document (25 points)

Working in small groups conduct an analysis of “gap” outcome data, then make recommendations for proposed content to be included in the curriculum. Include a validation matrix with at least four sources to document rationale for your content selection. Present your findings verbally, including handouts, and a discussion of timelines and methods for delivering the curriculum. Presentations are limited to 20 minutes, including questions.

Criteria for Evaluation:

- Conclusions/ideas supported by evidence and logic
- Utilized matrix as prescribed
- Presentation well-planned and coherent
- Personnel experience/expertise shared where relevant
- Communication aids clear and useful

Professional Knowledge (15 points written; 15 points PowerPoint-see rubric)

- a) Written - Complete three article reviews that will help broaden your knowledge of current and emerging issues within curriculum.
- b) Oral - The ability to internalize material and present it in a clear and concise manner is a crucial skill for a school principal. Candidates will be asked to present orally and lead discussion using PowerPoint as a talking points medium. See attached rubric.

Always cite the printed publication (APA or Chicago); please have articles available in your notebook to help resolve any questions that may arise.

Your critiques should (written - one to two full pages in length; oral – 10 to 15 minutes). At the top of the assignment should be your name, course, and number of assignment (1-3). Next, you should summarize the key points of the article in a single medium-sized paragraph. The summary should be concise and constitute no more than a quarter of the written or oral critique. The remainder 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? Identify the major points/principles of the article – agree or disagree and support with logic and reasoning. Keep in mind the critical element, for grading purposes, is your analysis, not the summary. This is not a book report.

Class Participation/Attendance (20 points) – See attached rubric.

Grading Scale

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

- 6. Class Procedures:** Excessive absences will take away from the participation grade and hamper the ability to successfully participate and complete in-class assignments and reflections. Also, much of the content for assignments and presentations is provided through class instruction, and not readily available outside of class. Assignments are expected to be completed and turned-in when due. Any variance from this must be approved in advance, and late work may be subject to a one-grade penalty. No work will be accepted later than one week after it is due.

While the instructor appreciates being informed of a potential class absence, the instructor's understanding of this absence does not excuse the student from class and may impact a student's grade – missing class is a choice of the student.

- 7. Accommodating Students with Special Needs:** This syllabus is subject to changed based on the needs of the class. The Americans with Disabilities (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 a 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 a 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 arrangement can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

Class Participation Rubric

20 Points	<ul style="list-style-type: none"> • Consistently demonstrates a genuine desire to learn and share ideas, demonstrates a high regard for learning • Actively initiates discussions, asks significant questions, acts as a leader, provides exceptional insights • Listens respectfully and actively when others talk • Completes preparatory assignments • Prompt and full attendance • Promptly transitions from break to work sessions
18 Points (Benchmark)	<ul style="list-style-type: none"> • Participates regularly in discussions and frequently volunteers ideas • Listens when others talk, tolerant of the opinions of others • Completes preparatory assignments • Prompt and full attendance • Transitions from break to work sessions
16 Points	<ul style="list-style-type: none"> • Infrequently participates in discussions • Listens when others talk, but sometimes carries on private conversations • Preparatory assignments sometimes not complete • Tardy/and more than one absence • Occasional difficulty with transition from break to work sessions, sometimes continues conversations with others
10 Points	<ul style="list-style-type: none"> • Usually will only offer comments when called upon by instructor or classmate • Listens inconsistently when others talk, may not be on task, may display difficulty in accepting differing opinions • Unprepared for class • Tardy and/or excessive absences • Difficulty with transition from break to work sessions, sometimes/usually continues conversations with others

PowerPoint Rubric

Criteria	Exemplary	Benchmark	Needs Work
Content	<p>Honors all rules of spelling and conventions of writing.</p> <p>Clear summary of article. Analysis is logical, intuitive, and persuasive.</p> <p>(12 points)</p>	<p>Adequately honors rules of spelling and conventions of writing.</p> <p>Adequate summary of article. Analysis is somewhat intuitive and logical.</p> <p>(11 points)</p>	<p>Multiple errors in spelling and conventions of writing.</p> <p>Summary of article is clear or adequate. Analysis is vague or missing and information lacks depth or is flawed.</p> <p>Sounds like a book report.</p> <p>(8 points)</p>
Media Presentation	<p>Clear attention is given to balance, color, proportion, and harmony. Layout is aesthetically pleasing.</p> <p>Font sizes are easy to read and point sizes vary appropriately</p> <p>Graphics, visual organizers, graphs and other enhancements combine to enrich the experience.</p> <p>(3 points)</p>	<p>Screens adequately support balance, proportion, and harmony.</p> <p>Font sizes work but sometimes distract from message or lost in background.</p> <p>Enhancements are used appropriately to support the experience.</p> <p>(2 points)</p>	<p>Screens are either barren and stark or confusing and cluttered.</p> <p>Overall readability is difficult – lengthy paragraphs, overuse of font styles and enhancements.</p> <p>Inadequate use of enhancements to support the learning experience.</p> <p>(1 point)</p>