This course is designed to prepare career teachers to be instructional leaders to ensure continuous program improvement and student learning. It combines the study of issues in curriculum, instruction, and assessment for a complete understanding of the interrelatedness of these three components in effective teaching and learning. Special focus areas include curriculum development and program evaluation in a high stakes standards environment.

**Course Objectives:** Having successfully completed this course, students will be able to:

- Apply leadership theory to school and program roles in curriculum development and instructional program planning and implementation
- Build curriculum based on historical understandings and development processes that address content validity and fairness and effective instructional programs based on the strategic comprehensive planning process and action research
- Monitor, revise and evaluate curriculum and instructional programs for continuous improvement based on research and best practice
- Identify and focus resources in multi-year planning on curriculum and instructional program needs
- Use group processing, consensus-building and collaborative decision making skills effectively to develop voice at all political levels to build and continually improve comprehensive curriculum and instructional programs
- Understand various methods of assessing student performance and their purpose, appropriate uses and limitations of test data and other school data to guide comprehensive planning and program improvement, related esp. to state standards

No Textbook is required for this course. Suggested readings include:


**Course Requirements:** All students are expected to:

- **Participate** actively in class discussions and group projects/activities
- **Be prepared** for each class through readings and completed assignments
- Develop a **portfolio** of class and group work products
- Lead group work and prepare **presentations** to the class at various benchmarks
- Demonstrate the transfer of the ideas and skills in the course to their own work setting and future leadership roles through a **journal** entry following each class.
Evaluation Procedures

- Group leadership and participation 30%
- Portfolio of work products 20%
- Journal of transference and reflection 30%
- Final Group Presentation 20%

These are general estimates of percentages. Performance evaluation will be holistic and will include all aspects of demonstrated learning throughout the course.

Course Outline: Respond In your JOURNAL after each class!

9/7 Class #1 Introduction, Course Overview
Group Leadership Skills and Their Uses

9/14 Class #2 Curriculum Development
- Definition
- History
- Types of Curriculum
- Sources of Curriculum

Application: Identify Key Influences on Curriculum Decisions
Read/Study Article: “The State’s Role”; complete worksheets

9/21 Class #3 Group Discussion: “The State’s Role”
Curriculum Development v. State Standards
Structuring the Written Curriculum
Curriculum Development Process: Curriculum Validity
Evaluating the Curriculum: K12 SS (to prepare for next class)
Bring K-12 SS Curriculum of your choice to next class

9/28 Class #4 Group Discussion: Previous Class “Curriculum Development”
Evaluation of the K-12 Curriculum Areas
- Process of Development and Division Implementation
- Scope—Essential Learning for All Students
- Instructional Time Required
- Sequence—Gaps and Foundational Requirements
- Human and Cognitive Growth and Development Stages
- Gender, Race, Ethnicity Appropriateness
- Student Performance and Curriculum Validity

Level Groups: Determine level of curriculum validity

10/5 Class #5 Groups: Results of K-12 Social Studies Curriculum Evaluation
Sharing of Subject/Curriculum Audit
Revision of Curriculum: On-going, Continuous
Introduction: Curriculum  Instruction: Current Trends & Issues
Bring Your School’s Improvement Plan (SIP) to the next class
10/12 Class #6
Group Discussion: Curriculum Validity
Leadership in Instructional Program Planning and Development
  • Levels of Planning
  • Collaborative Comprehensive Program Planning
Creating Effective Internal Programs
  • Professional Knowledge
  • Specific Program Strategies
  • Organizational Routines
Adapting an External Program to Individual School Needs/Goals
Adopting External Programs
  • Professional Knowledge
  • Options and Alternatives
  • Organizational Structures and Routines
Application: Study SIPs with partner

10/19 Class #7
Group Discussion: Developing a SIP Effectively
Research Based Effective Instructional Strategies: COM
Adult Learners and Professional Development Planning

Curriculum ↔ Instruction ↔ Assessment

  • Cyclical, Interactive, Symbiotic Relationship
  • Assessment Purpose, Levels, Types, Uses
  • Assessment Issues: NRTs and CRTs
  • www.FairTest.org (click on “Website Sections”)

Bring School SOL Test Data to Next Class
Read and Study Craig Wood Article: “New Accountabililty”

10/26 Class #8
Group Discussion: FairTest Articles from Website
High Stakes Testing: Arbitrary and Capricious
Discuss Craig Wood Article: “New Accountability”
Application: Analyze School Test Data with a partner
Read & Study: “Perspectives on Alt. Assessmt. Reform”

11/2 Class #9
Discussion: Article on “Alternative Assessment Reform”
Meet in Room 20
Hand in ALL JOURNALS at this class!
Course Review
“Effective Program Planning Guide”
Application: Culminating Project
11/9  Class #10  Group Work: Finalize Program Development Initiative

Meet in Room 20  Plan Presentation to Community Group (Parents and School Bd.)

11/16  Class #11  Group Community Presentations and Audience Questions

11/23  Class #12  Group Community Presentations and Audience Questions

Affinity Process: Major Issues
Course Evaluation and Closure

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To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or website at www.gmu.edu.

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Curriculum ↔ Instruction ↔ Assessment