

About My Instructor

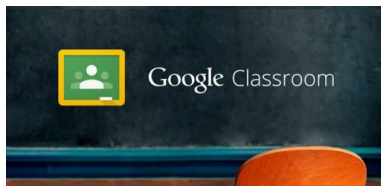
- **Instructor Name:** Dr. Tripp Di Nicola
- **Office Hours:** Any day between 6:30 PM - 9:30 PM
- **Contact Information:**
 - E-mail: Tripp.DiNicola@lcps.org
 - Phone: 571-438-2739 (Texting is welcome)
 - **REMIND** Account: EDLE 616: Text @drdinico to 81010.

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Meeting Days and Times

- **WHERE?:** Stone Bridge High School, Room 407
- **WHAT DAY OF THE WEEK?:** Mondays - January 14, 2019 - April 29, 2019
- **WHAT TIME FRAME?:** 4:45 PM - 7:45 PM

Class Website and Resource Center



- **LINK: TBA**

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.

Course Prerequisites: EDLE 620, EDLE 690, and EDLE 791.

Course Description:

Examines relationship of written, taught, and tested curriculum; and identifies critical leadership decisions that can positively impact student achievement. Identifies components of effective curriculum guides, and constructs a Curriculum Design model for emerging leaders. Mini document for personal use is constructed.

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 may include large and small group discussions, games, case studies, media, Internet assignments, lecture, guest practitioners, group instructional presentations, observations, interviews, collaborative learning and reflection. There is some out-of-class work expected. **THE CHALLENGE IS TO BECOME A COMMUNITY OF LEARNERS.**

Learner Outcomes:

Students who successfully complete the requirements for **EDLE 616** will be able to:

- ★ demonstrate an in-depth knowledge of curriculum design, development and evaluation and connect all parts to [ELCC Standards](#) in the design [and presentation] of a mini curriculum framework
- ★ 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
- ★ 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]
- ★ 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.

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
- (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 \(VDOE\)](#)
 - Competencies a1, 3, 4, 5, and 6, c1, e1, f4, f5
- [Professional Standards for Educational Leaders \(PSEL\)](#)
- [Council for the Accreditation of Educator Preparation](#)
 - Guidelines - Strategic Leadership: 1.3, 1.6, 2.4
 - Instructional Leadership: 3.3, 3.4, 3.5, 3.6, 3.9
 - Organizational Leadership: 9.1
- [Educational Leadership Constituent Council \(ELCC\)](#)
 - Standards 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4, 3.5, 4.1, 6.2, and 6.3

Textbooks:

- **Required Texts:**

- Mooney, Nancy J & Ann T. Mausbach (2008). **Align the Design: A Blueprint for School Improvement**. Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].
- Cain, Sean & Mike Laird (2011). **The Fundamental 5: The Formula for Quality Instruction**. Middletown, DE: CreateSpace Independent Publishing Platform.
- Spencer, John and A.J. Juliani (2017). **Empower: What Happens When Students Own Their Learning**. IMPress Publishing.
- Couros, George (2015). **The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity**. Dave Burgess Consulting.
- Stone, Douglas and Sheila Heen (2015). **Thank You for the Feedback: The Science and Art of Receiving Feedback Well**. New York, NY: Penguin Books.

- **Reference Texts:** (Optional....Purchase not required)

- Jacobs, Hayes H. (2010) **Curriculum 21: Essential Education for a Changing World** Alexandria, VA: Association for Supervision and Curriculum Development [ASCD].
- [Virginia Standards of Learning](#) (VDOE)
- [Profile of a Virginia Graduate](#) (VDOE, Premieres with Cohort 2022)
- [Deeper Learning For All](#) (Alliance for Education of All, 2019)

Course Materials:

- 1.5" - 2" Heavy-Duty Three-Ring Binder
 - **DIVIDERS:** Resources / Assessments & Activities
- Dry Erase Marker + Eraser
- Three (3) subject spiral (college ruled) notebook
- Mobile devices: Cell phone, tablet / laptop



Course Assignments - Everything is important!:

- **IN-CLASS ASSIGNMENTS:**

- Diagnostic / Midterm / Final Assessment (100 points)
- Standard 7 Goal-Setting Student/Program Progress Form (100 points)*
- Curricular/Instructional Activities, Scenarios, and Role Plays (100 points each)
- Professional Development Plan Presentation: (300 points)*
 - Deeper Learning Lesson Plan (100 points)*
 - Presentation Performance (100 points)*
 - Colleague CLT Feedback Documentation (100 points)

- **OUT OF CLASS ASSIGNMENTS:**

- Elementary / Middle / High School Assistant Principal/Dean Shadow Day Reflection (100 points)
- Classroom Observations (2) - FORMAL (100 points) / WALKTHROUGH (100 points)
 - **BONUS:** (+3 each) - WALKTHROUGH Teacher Observations

- **ONLINE/COMBINED IN-CLASS/OUT OF CLASS ASSIGNMENTS:**

- Curricular/Instructional Activities and Article Reactions/Discussion Posts (100 points each)
- Demographic Analysis of Data → School Improvement Plan Proposal (100 points)*
- Curricular Design Framework (100 points)*

- **TK20 Performance-Based Assessment Submission Requirements***

- Every student registered for any EDLE Course with a required performance-based assessment is required to submit these assessments, **[a] Demographic Analysis of Data, and [b] Curriculum Design Framework**] to TK20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (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 Tk20 submission, the IN will convert to some F nine weeks into the following semester.

Grade Scale:

The final grade shall be an overall average percentage of the total points earned throughout the course instructional time frame.

Letter Grade	Numeric Grade Range
A+	100+
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	74 or less

Course Evaluation and Grading Details:

- Because EDLE 616 is a graduate level course, high quality work is expected in class and on all assignments.
- 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.
- Assignments are graded by a rubric or via expectations clearly delineated in class. In this way, the rubric or expectations 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.

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- The grading assessment scales and assigned points 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 to the re-write.

The Check Chart: Formative Assessment Alive!

- The *check chart* is a record of live student performance in class...and it is all **EXTRA CREDIT** on other grades!
- During the time checks are being recorded, students may volunteer or be called on involuntarily to answer questions or perform classroom tasks to receive extra credit checks (points). Students will receive checks only for perfectly correct answers.
- Students will receive an extra credit **A** (95%) grade for every ten (10) correct answers (checks) given in class:
 - **EXAMPLE:** A student earns 70 checks (correct answers) during the first quarter:

70 / 10 = 7 extra As!
 - Checks may be awarded also for special activities in class, such as games, presentations, all at teacher discretion.
- Students who have a higher average grade than the percentage value for checks during will receive bonus points as follows on their final course average:
 - 75 – 100 checks earned = +1 point on final course average
 - 101-175 checks earned = +2 points on final course average
 - 176+ checks earned = +3 point on final course average
- Students will receive a **0** on the check chart for every **incorrect answer** given in class under conditions designated by Dr. DiNicola.

**** A 0 cancels an entire A earned on the check chart!! ****

BE READY AT ALL TIMES TO PERFORM! IT CAN EARN YOU NEEDED POINTS!

Course Requirements:

- You are expected to attend each class because discussion, 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 as well as on-line communication 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.
- If missing a 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.

Professional Disposition:

Students are expected to exhibit [professional behaviors and dispositions](#) always.

Core Values and Commitment:

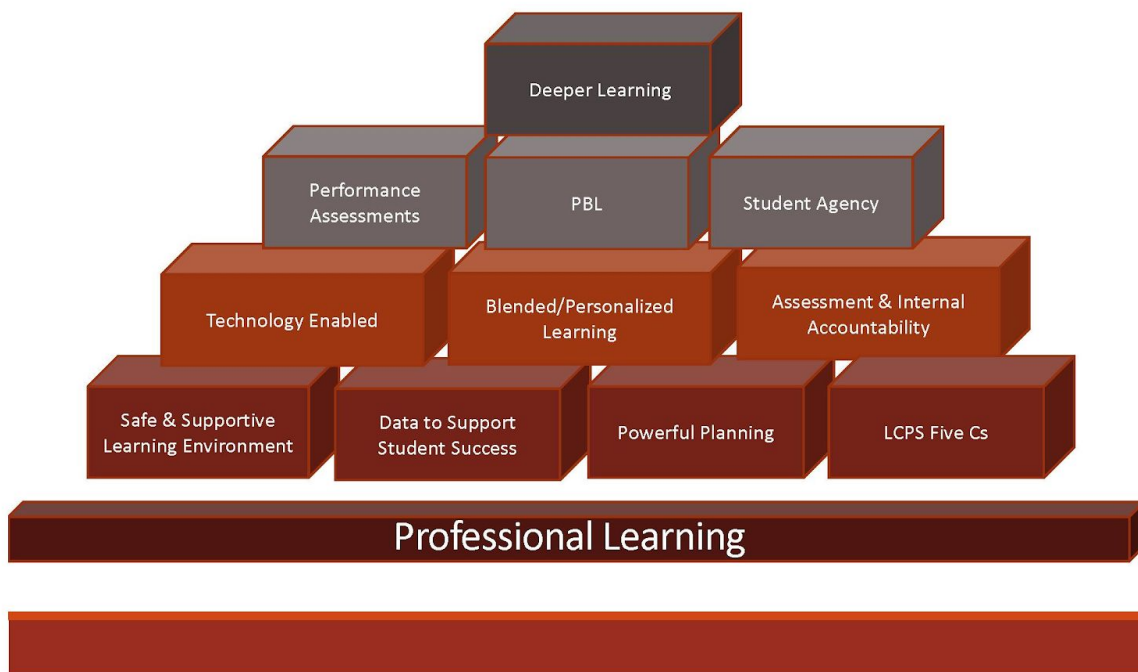
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [GMU Core Values](#)

GMU Policies and Resources for Students Policies:

- Students must adhere to the guidelines of the [Mason Honor Code](#).
- Students must follow the university policy for [Responsible Use of Computing](#).
- 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.
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, click [here](#).
- For additional information on the College of Education and Human Development, please visit our [website](#).



Flexible/Tentative Course Schedule:

Other than chapters from the required texts, all other resources can be found in our Google classroom and associated drive folder. Please note that this course schedule will contain additional resources as our class progresses and we decide as a team what is best to assist your mastery of content.

Date	Topic(s)	Assignments Due at Start of Class
SESSION 1: IN PERSON Monday, January 14, 2019	Introduction to Course Diagnostic Assessment Standard 7 Goal Setting (SMART Goals) Classroom Expectations Development Deeper Learning	Fundamental 5: Ch 1, 2 Align: Introduction ARTICLE: 8 Principles of Deeper Learning
SESSION 2: DIGITAL <i>Online Assignment</i>	Deeper Learning Profile of a Virginia Graduate	Online Webquest (<i>Due by Monday, January 28</i>)
SESSION 3: IN PERSON Monday, January 28, 2019	The Curriculum Map and Pacing Guides Authentic, Challenging Problems and Products Framing The Lesson Powerful Planning The Power Zone	Align: Ch 1 Fundamental 5: Ch 3, 4 Innovator's Mindset: Ch 2, 3
SESSION 4: IN PERSON Monday, February 4, 2019	Norms of Collaboration The Instructional Council CLTs/PLCs School Improvement Plan: Structure The Triumvirate The Five C's	Align: Ch 2 Fundamental 5: Ch 5 Innovator's Mindset: Ch 4, 5 EMPOWER: Ch 2
SESSION 5: IN PERSON Monday, February 11, 2019	The Homework Dilemma The Homework Potpourri Formative + Summative Assessment Strategies: Evidence Collection Project-Based Learning Creating A Safe, Supportive Learning Environment for Effective Learning: Advisory	Align: Ch 3 Fundamental 5: Ch 6 Innovator's Mindset: Ch 6 EMPOWER: Ch 3
SESSION 6: DIGITAL <i>Online Assignment</i>	Blended/Personalized Learning Activity Development	<i>Activity due on Monday, February 25</i>

<p>SESSION 7: IN PERSON Monday, February 25, 2019</p>	<p>The Admin Team Interpretation and Communication of Data School Supports/Resources School Improvement Plan Development Professional Development I</p>	<p>Align: Ch 4, 5 Fundamental 5: Ch 7 Innovator's Mindset: Ch 7, 8 EMPOWER: Ch 10</p>
<p>SESSION 8: IN PERSON Monday, March 4, 2019</p>	<p>Professional Development II Games and Incentives Midterm Assessment SMART Goal Check</p>	<p>Align: Ch 6 Innovator's Mindset: Ch 9, 10, 12 EMPOWER: Ch 8, 9</p>
<p>SESSION 9: IN PERSON Monday, March 11, 2019</p>	<p>Formal and Informal Observations "The Walkthrough" The Growth Mindset Empowering Faculty and Staff Pre- and Post Observation Conferencing</p>	<p>Fundamental 5: Ch 8, 9 Align: Ch 7, 8 Feedback: Ch 1, 11, 12</p>
<p>SESSION 10: DIGITAL/ON OWN</p>	<p>Professional Development Plan Presentation CLT Planning (<i>Di Nicola available to meet with groups by request</i>)</p>	<p>Elem/Middle/High School AP/Dean Shadow Day Reflection Due Posted by Friday, March 15, 2019</p>
<p>SESSION 11: IN PERSON Monday, March 25, 2019</p>	<p>Empowering and Engaging Students The Curriculum Menu Student Circles Peer-Based Academic/Social Support Professional Development Plan Help Session</p>	<p>Innovator's Mindset: Ch 11 EMPOWER: Ch 4, 5, 6, 7 Classroom Observations/Walkthroughs</p>
<p>SESSION 12: IN PERSON Monday, April 1, 2019</p>	<p>Professional Development Plan Presentations Mock Interview Practice and Tips</p>	<p>Classroom Observations/Walkthroughs</p>
<p>SESSION 13: IN PERSON Monday, April 8, 2019</p>	<p>Mock Interviews Final Assessment SMART Goal Review Thank You For The Feedback Surprise Time</p>	<p>EMPOWER: Ch 11, 12 Feedback: Ch 13 Classroom Observations/Walkthroughs</p>

