

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
Education Leadership Program**

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**EDLE 616, Section B01  
Curriculum Development and Evaluation**

**Summer, 2019, 3 credit hours**

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**Office Hours:** By appointment  
**Course Term:** June 3, 2019 to July 22, 2019

**Course Description**

**Curriculum Development and Evaluation**

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.

**Course Delivery**

This is a 100% online course using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

**Technology Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts (i.e., Gmail, Yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 48 hours, excluding weekends.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- **Video/Screencasting Tools:** You will use Kasturi, Jing, or Camtasia to record your introduction videos and Platform of Beliefs assignment.
- **Group Work:** You will use **Google Docs** to complete your Collaborative Leadership Case assignment and Blackboard Discussion Boards to participate in various learning activities throughout the semester.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

**Email:** All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 48 hours, excluding weekends.

### **On-line Expectations**

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on **Monday** and **finish** the following **Monday**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Course Materials**

### ***Required Text***

1. Koonce, Glenn L. (2018). Taking Sides, Clashing Views on Educational Issues. [19<sup>th</sup> edition]
2. English, Fenwick W. (2010). *Deciding What to Teach and Test*: Corwin Press. [3<sup>rd</sup> edition]

### ***Other Assigned and Optional Sources***

Assigned and optional source materials will be available or their links will be listed on Blackboard. Assigned sources will also be listed on the tentative schedule below.

## **Course Learning Outcomes**

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

[i] 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

[ii] 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

[iii] 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]

[iv] 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.

## **Course Alignment to National Standards**

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; and (4) collecting and using demographic data to create a plan for improved student performance.

Upon completion of this course, students will have met the professional competencies, standards, and guidelines set forth by the Virginia Department of Education (VA DOE), Interstate School Leaders Licensure Consortium (ISSLC), National Council for Accreditation of Teacher Education (NCATE), and Educational Leadership Constituent Council (ELCC), as shown below:

**VA DOE Competencies** (a 1,3,4,5 and 6; c1; e1; f 4,5)

**NCATE 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)

**ELCC Standards** [2011]: (1.1), (1.2), (1.4), (2.2), (2.3), (2.4), (6.3)

### **Teaching and Learning Expectations**

Each class will include a variety of activities and exercises. Class work will rely on readings and on the use of resource task sheets created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this, we will:
  - a. agree to disagree respectfully during class discussions;
  - b. strive to be open to new ideas and perspectives; and
  - c. listen actively to one another.
2. Candidate work will reflect what is expected from leaders. Hence, it is expected that candidates will:
  - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
  - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
  - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create an on-line environment that approximates what we know about learning organizations. Consequently, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
  - a. demonstrate appropriate **respect for one another**;
  - b. voice concerns and opinions about class process openly;
  - c. engage in **genuine inquiry**;
  - d. recognize and celebrate each other's ideas and accomplishments;
  - e. show an awareness of each other's needs; and
  - f. **maintain strict confidentiality** regarding any information shared.

## **Course Requirements, Grading, and Evaluation Criteria**

Students can earn a total of 100 points in this course. Graded assignments account for 80% of the overall grade, while online course participation accounts for 20%.

### ***General Expectations***

Consistent with expectations of a Master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

- Application of concepts embedded in assigned readings and other materials and reinforced in classroom activities
- The quality of analysis, synthesis, and application
- The ability to write in a clear, concise, and organized fashion

Additionally, due to the nature of this online course, a significant portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

### ***Class participation - 20 points***

Candidates are expected to participate actively in class discussions, small group activities, and in serving as critical friends to other colleagues. The participation rubric is available on the course site, participation points will be assessed.

### ***Written assignments - 80 points.***

You will write **two papers** during the course as outlined below:

#### **Assignment #1: Design of Curriculum Framework**

**[Curriculum Framework Design Project] – Group Assignment**

**40% of Final**

**Grade**

**DUE JULY 22, 2019-TK 20 BLACKBOARD SUBMISSION**

#### **Purpose:**

The purpose of this assignment is to demonstrate, **on a smaller scale**, knowledge of program design in curriculum as evidenced in the creation of a **content area** model for emerging leaders in the field of administration. The rationale for developing a program for emerging leaders instead of a grade level or subject area framework is because instructional/administrative leadership focuses on broad implementation, as opposed to teacher leadership that is more grade/subject specific (these curricula are often mandated by the state/district anyway). As one of the middle courses in the licensure program, creating a leadership framework allows students an opportunity to reflect on what they've learned about site-based leadership to date and what they would still

like to explore. Finally, creating the framework ties all (if not most) of the major concepts of the course together, allowing students to practically apply what they've learned in a concrete way (theory to practice), such as aligning the program with standards and assessments. These concepts can then be applied to any curricular area as a site-based leader. Some examples of

smaller-scale program designs in Curriculum might be: Special Education, Global Education, Leading in Urban Settings, etc.

**Assignment:**

In small groups explore and research existing leadership programs, then design and construct a Curriculum Guide Framework for aspiring educational leaders. The document is not to exceed 20 pages [25 slides if using PowerPoint], including references that are written in APA style. Components to be included in the curriculum framework are listed in the directions below.

**DIRECTIONS:**

**[a] Collaboratively.....**

- Conduct Internet searches of other leadership programs across the nation (and world).
- Interview both seasoned and new administrators about what they believe emerging administrators need in preparing them for 21st century leadership.
- Check the web sites of educational organizations, the State Departments of Education, accrediting agencies to discover the requirements and suggested content and activities for leading-edge programs.
- Collect information and ideas about leadership development from other sources selected by your group.
- Be creative in your ideas about the different teaching methods that could help aspiring leaders learn, how they will be assessed, activities for learning, and where leadership development could occur.
- Synthesize those data that your group collects from various sources and make content and format decisions for your [individual] curriculum document. Select the essential knowledge, skills, and dispositions that you believe should be included in a curriculum framework for aspiring leaders. Then, construct a matrix to validate and support what you consider “the right curriculum.”

***Your curriculum framework –curriculum map, course offerings & brief descriptions-- should include the following components:***

1. a philosophy and/or vision for the aspiring leaders’ program
2. a validation matrix with at least 4 to 6 sources (include ISLLC, NCATE, ELCC, VA DOE components)
3. a list of the critical knowledge, skills, and dispositions needed by aspiring leaders
4. a list of essential questions to guide the content of your curriculum framework
5. one PD mini-lesson using the simplified backward design model
6. a reference page to document the sources [minimum of 6] used when collecting data and constructing the framework.

**Assignment #2: Demographic Analysis of Assessment Data**

Study of Demographic Information and Assessment Data for Improved Student Performance  
- Individual Assignment **40% of Final Grade**

**DUE JULY 22, 2019-TK 20 BLACKBOARD SUBMISSION**

### **Purpose:**

The purpose of this assignment is to demonstrate the ability to analyze demographic and test data (Standards of Learning or other test results) **as it relates to curriculum and/or instructional improvement**. Each student will obtain the above-mentioned information from their schools, and analyze strengths/weaknesses of existing Action Plans with a view to *helping teachers improve student performance* ***in two curriculum areas***. Candidates should also include analysis of relevant [recent] research-based strategies as a part of the effort to lead school improvement. (An individual learning activity completed during and outside of class).

### **Assignment:**

Prepare, at minimum, a Mini-CASE STUDY (5 to 7 pages, including graphics) utilizing the analysis of actual demographic and test data from your school, and, after examining existing site- based Action Plans, analyze the *strengths and weaknesses* in the Action Plan with a view to helping teachers/staff members improve student performance in the **two targeted** curriculum areas.

### **Plan of Action**

1. Locate the most recent AYP data for your school
2. Identify demographic information for your school as it relates to AYP data for NCLB sub-groups
3. Analyze the data in two academic areas. Include a brief description of your findings and conclusions regarding curriculum/instruction deficit areas.
4. Examine and analyze existing site-based “action plans” (focusing on strengths and weaknesses) that target the two curriculum areas you selected for improving student achievement.
5. Locate current research-based strategies [recent] that would help [i] target the identified deficit areas, and [ii] strengthen (and improve) the delivery of curriculum/instruction to improve future student performance in those areas.
6. Make recommendations to site-based leadership on ways to involve school staff in the change process.

**Submitting papers: Both papers must be submitted on time, electronically via Blackboard.**

**Late work:** Students’ work is expected on time, meaning no later than by midnight of the due date. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

### **Grading Scale**

A+	500+ points
A	475 - 499
A-	450 - 474
B+	435 - 449
B	415 - 434
B-	400 - 414

- C 375 - 399  
F Below 375 points

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/policies-procedures/>

### **Core Values 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. <http://cehd.gmu.edu/values/>

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code <https://catalog.gmu.edu/policies/honor-code-system/>
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- Students are responsible for the content of university communications sent to their George Mason University 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 the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- 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*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

*Other reminders:*



***Plagiarism Statement:*** Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

***Plagiarism and the Internet:*** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

***Academic Integrity & Inclusivity:*** This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

***Other Concerns:*** If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. As a matter of policy, I do not respond to anonymous e-mails.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### **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 onetime 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 two weeks into the following summer session.

### Class Schedule

To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be on the Weekly Schedule in Blackboard.

<b>Week</b>	<b>Dates</b>	<b>Lessons</b>	<b>Readings &amp; Activities</b>
1	6/3 to 6/10	Introductions Course Overview  What is Curriculum?	<b>Reading:</b> Koonce Issue 1.1- “Should the Curriculum Be Standardized For All?” <b>Activities:</b> Post reflections to Small Group Discussion Board  <b>Reading:</b> Chapter 1, Deciding What to Teach and Test, pp. 5 - 38 <b>Activities:</b> Post reflections to Small Group Discussion Board
2	6/10 to 6/17	The Function of Curriculum in Schools	<b>Reading:</b> Koonce Issue 2.3- “Do American Schools Need a Common Curriculum?” <b>Activities:</b> Post reflections to Small Group Discussion Board  <b>Reading:</b> Chapter 2, Deciding What to Teach and Test, pp.39 - 76 <b>Activities:</b> Post reflections to Small Group Discussion Board
3	6/17 to 6/24	How Teachers Teach and How Students Learn	<b>Reading:</b> Koonce Issue 3.12- “Is the Use of Technology Changing How Teachers Teach and Students Learn?” <b>Activities:</b> Post reflections to Small Group Discussion Board  <b>Reading:</b> Chapter 3, Deciding What to Teach and Test, pp.77-103 <b>Activities:</b> Post reflections to Small Group Discussion Board
4	6/24 to 7/1	Ideologies of Curriculum	<b>Reading:</b> Koonce Issue 3.7- “Is the 21 <sup>st</sup> Century Skills Movement Practical?” <b>Activities:</b> Post reflections to Small Group Discussion Board  <b>Reading:</b> Chapter 4, Deciding What to Teach and Test, pp.105-126 <b>Activities:</b> Post reflections to Small Group Discussion Board
<b>7/1 to 7/8</b>		<b>4<sup>th</sup> of July Holiday</b>	<b>No Assignments</b>

5	7/8 to 7/15	Politics of Curriculum  ESSA Implications for Curriculum	<p><b>Reading:</b> “Politics and Education Don’t Mix”- article  <b>Activities:</b> Post reflections to Small Group Discussion Board</p> <p><b>Reading:</b> “Fixing the Schools Isn’t Everything”- David Berliner article  <b>Activities:</b> Post reflections to Small Group Discussion Board</p>
6	7/15 to 7/22	Finalize Group Assignment	<i>Assignment #1 and Assignment #2 Due July 22</i>