## About My Instructor

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

Meeting Days and Times

- **WHERE?:** Loudoun Campus /
  - ■ 1335 Signal Hill Plaza, Sterling, VA 20164 / Room 209
- **WHAT DAY OF THE WEEK?:** Mondays - September 13 - December 13, 2021
- **WHAT TIME FRAME?:** 4:45 PM - 7:45 PM

Class Website, Course Delivery, and Technology

myMASON Blackboard

NEW! Log in with your Patriot Pass credentials

Mason Bb Login
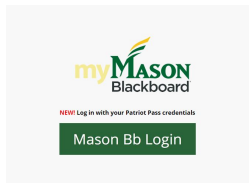
All of our resources will be located in myMASON Blackboard. Please log in with your Patriot Pass credentials to access the materials for this course. Note that materials will be added as our class progresses.

This course will be delivered in a hybrid setting per the schedule listed at the end of this syllabus. In order to locate all course materials and resources, you will log in to the Blackboard (Bb) 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.

Technical Requirements

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

☐ High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

☐ To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

☐ Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

☐ 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.

☐ The following software plug-ins for PCs and Macs, respectively, are available for free download:

> o   Adobe Acrobat Reader: https://get.adobe.com/reader/

> o   Windows Media Player:

> https://support.microsoft.com/en-us/help/14209/get-windows-media-player

> o   Apple Quick Time Player:
> www.apple.com/quicktime/download/

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:**
  - Ainsworth, Larry and Kyra Donovan (2019). **Rigorous Curriculum Design: How to Create Curricular Units of Study That Align Standards, Instruction, and Assessment**. Rexford, NY: International Center for Leadership in Education.
  - Cain, Sean & Mike Laird (2011). **The Fundamental 5: The Formula for Quality Instruction**. Middletown, DE: CreateSpace Independent Publishing Platform.
  - Feldman, Joe (2018). **Grading for Equity**. Newbury Park, CA: SAGE Publications.
  - Kramer, Sharon and Sarah Schuhl (2017). **School Improvement for All: A How-To Guide for Doing the Right Work**. Bloomington, Indiana: Solution Tree Press.
- **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].
  - 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.
  - [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:**
  - 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)*
    - ➤ Curricular Design Framework (100 points - Same as below)
    - ➤ Presentation Performance (100 points)
    - ➤ Colleague CLT Feedback Documentation (100 points)
- **OUT OF CLASS ASSIGNMENTS:**
  - Diagnostic / Final Assessment (100 points)
  - Curriculum Supervisor / Specialist Interview (100 points)
  - Article Reactions/Discussion Posts (100 points each)
  - Classroom Observations (2) - FORMAL (100 points) / WALKTHROUGH (100 points)
    - ➤ **BONUS:** (+5 each) - WALKTHROUGH Teacher Observations
  - Demographic Analysis of Data → School Improvement Plan Proposal (100 points)*
- **VIA 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 VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA 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.

- 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.
- Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy): *All written assignments must be completed on a word processor (unless otherwise indicated) and turned in on or before the due date.*
- 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.
- 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 (see https://ds.gmu.edu/).
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- 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.

CENTERING EQUITY COMPASS (VIRGINIA'S EQUITY 5C'S)
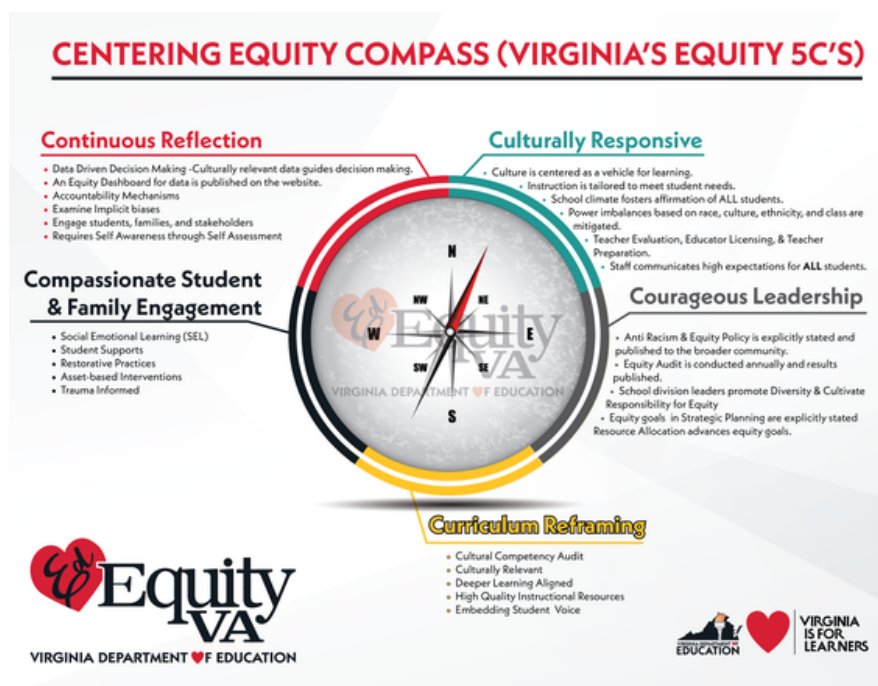
Flexible/Tentative Course Schedule:

Other than chapters from the required texts, all other resources will be found in our Blackboard site 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: **DIGITAL/ON YOUR OWN** Monday, September 13, 2021	Diagnostic Assessment: *How much do you know?* Deeper Learning Review Profile of a Virginia Graduate Assessment and Curriculum Development Observations and Evaluations	Fundamental 5: Ch 1, 2 School Imp: Introduction Grading for Equity: Ch 1-2 Diagnostic Assessment *(Due by 11:59 PM on Monday, September 13)*
SESSION 2: IN PERSON Monday, September 20, 2021	Introduction to Course Classroom Expectations The Curriculum Map and Pacing Guides Authentic, Challenging Problems and Products Framing The Lesson Powerful Planning The Power Zone Classroom Expectations - What are yours? SMART Goal Setting Exercise	School Imp: Ch 1 Fundamental 5: Ch 3, 4 Rigorous Curr: Part 1: Ch 1, 2 **ARTICLE REACTION/DISCUSSION POST: 8 Principles of Deeper Learning** - Blackboard - See **Discussion Board**! - *Post responses by Monday, September 27.* **CD&E ASSIGNMENT POST:** SMART Goal-Setting Exercise **CD&E ASSIGNMENT POST:** Classroom Expectations *Please have the above posted by Monday, September 20 in the* **Discussion Board.**
SESSION 3: IN PERSON Monday, September 27, 2021	Norms of CollaborationThe Instructional Council CLTs/PLCs School Improvement Plan The Powerful Trio The Five C's	School Imp: Ch 2 Fundamental 5: Ch 5 Rigorous Curr: Part I: Ch 3, 4 Grading for Equity: Ch. 3, 4

SESSION 4: IN PERSON Monday, October 4, 2021	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	School Imp: Ch 3 Fundamental 5: Ch 6 Rigorous Curr: Part I: Ch 5 Grading for Equity: Ch. 5, 6 **Curriculum Supervisor/Specialist Interview Due!**
SESSION 5: DIGITAL/ON OWN **(No Class on October 11)** *Online Collaboration Session*	Demographic Analysis of Data Worksessions / Discussions / Open Form	**Demographic Analysis of Data Assignment Due on Monday, October 18, 2021**
SESSION 6: IN PERSON Monday, October 18, 2021	The Admin Team Interpretation and Communication of Data School Supports/Resources School Improvement Plan Development Professional Development I	School Imp: Ch 4 Fundamental 5: Ch 7 Rigorous Curr: Ch 6, 7 **Demographic Analysis of Data Assignment Due!**
SESSION 7: IN PERSON Monday, October 25, 2021	Professional Development II Games and Incentives SMART Goal Check	School Imp: Ch 5 Rigorous Curr: Ch 8, 9 Grading for Equity: Ch 7, 8
SESSION 8: DIGITAL/ON OWN **(No Class on Monday,** **November 1)**	Professional Development Plan Presentation / Curricular Framework Planning *(Di Nicola available to meet with groups by request)*	**Upload your Demographic Analysis of Data assignment to TK20 by Friday, November 5, 2021!**
SESSION 9: IN PERSON Monday, November 8, 2021	Formal and Informal Observations"The Walkthrough" The Growth Mindset Empowering Faculty and Staff Pre- and Post Observation Conferencing	School Imp: Ch 6 Rigorous Curr: Ch 10, 11, 12 Grading for Equity: Ch 9, 10 **Conceptual Plan for Curricular Framework Due! Message Tripp with questions...or he can meet with your CLT!**
SESSION 10: IN PERSON Monday, November 15, 2021 at Riverside High School ***LCPS SAPT Student Leaders Visit!***	Empowering and Engaging Students: LCPS SAPT Student Circles: SAPT/NHS Peer-Based Academic/Social Support: NHS/PEER/SoS The Curriculum MenuProfessional Development Plan Help Session	School Imp: Ch 7 Rigorous Curr: Ch 13, 14, 15 Grading for Equity: Ch 11, 12 **Classroom Observations/Walkthroughs**

SESSION 11: IN PERSON Monday, November 29, 2021	Professional Development Plan Presentations Mock Interview Practice and Tips	**Classroom Observations/Walkthroughs** **Curricular Framework Due!**
SESSION 12: IN PERSON Monday, December 6, 2021 at Riverside HS (Begins in Library/Media Center)	Mock Interviews SMART Goal Review Thank *You* For The Feedback Surprise Time	Grading for Equity: Ch 13, 14 **Classroom Observations/Walkthroughs**
SESSION 13: DIGITAL/ON OWN	Final Assessment	*Final Assessment due by Monday, December 13, 2021 at 11:59 PM*