

George Mason University  
College of Education and Human Development  
Education Leadership Program

EDLE 616.601, Fall 2022

**A Hybrid Course**

*Curriculum Development and Evaluation*

**Mondays, 5:00 – 7:45pm, Robinson SS - E100 (Library)**

**Face-to-face, asynchronous/synchronous, BBCU/Zoom**

**September 12 – December 12**

**Instructor:** Richard G. Deivert, Ph.D.

**Phone:** (571) 499-2637 (cell)

**Website:** <http://mymasonportal.gmu.edu>

**e-mail:** rdeivert@gmu.edu

**Mailing Address:** George Mason University  
4400 University Dr., MSN 4C2  
Fairfax, VA 22030-4444

**Office Hours:** By appointment

**Office Location:** GMU Fairfax Campus, Thompson Hall, Suite 1300

**Prerequisites:** EDLE 620, EDLE 690, and EDLE 791

**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 Description:** In three Units [micro, micro-macro, and macro] EDLE 616 examines relationship of written, taught, and tested curriculum; and understands and can demonstrate the capacity to design, implement & evaluate high quality curricula that supports instructional improvement, equity, student learning and instructional leadership; and develops and evaluates curricula that promote reflection, digital literacy, and data literacy.

**Nature of Course Delivery:** This course will be delivered using the hybrid model with a combination of face-to-face [50%] asynchronous [25%] and synchronous [25% BBCU/Zoom] format. **EDLE 616 will be available on Blackboard on or before September 12.**

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, case studies, media, Internet assignments, group Blog submissions, lecture, guest practitioners, group presentations, interviews, collaborative learning and

reflection. There is some out-of-class work expected. **THE CHALLENGE IS TO BECOME A COMMUNITY OF LEARNERS.**

**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](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](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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [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/)

**Video/Screencasting Tools:** You may use Kaltura, Jing, to record your videos and Discussion Board assignments.

**Group Work:** You may use Google Docs or Wikis to collaborate with colleagues on group assignments. Discussion Board group activities will be pre-assigned on Blackboard.

**Bb Collaborate/Zoom:** You may communicate also with colleagues using these platforms. Zoom is also an option for Office Hours.

**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 24 hours, excluding weekends.

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

[i] demonstrate an in-depth knowledge/understanding of curriculum design, development and evaluation and connect all parts to NELP standards; understands and can demonstrate the capacity to design, implement & evaluate high quality curricula that supports instructional improvement, equity, student learning and instructional leadership; and develops and evaluates curricula that promote reflection, digital literacy, and data literacy.

[ii] demonstrate the ability to analyze school demographic and assessment data for the purposes of recommending an improvement process that includes data collection, diagnosis, design & implementation, and ground same in research-based strategies for continuous improvement.

[iii] identify a problematic/controversial issue in curriculum development/design/evaluation [in your school/school system] and create a problem-based framework to serve as a guide for educators to fully understand it. The framework should be 'UBD-inspired', grounded in best practices & research, and include a PD component.

[iv] investigate the components of a well-formed BOE policy on curriculum development/evaluation/equity [at a specific grade level/content area], apply that knowledge to analyze a policy/practice[s] gap and involve stakeholders in a discussion on resolving that aforesaid gap.

**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; and (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 (VA DOE), Interstate School Leaders Licensure Consortium (ISSLC), National Council for Accreditation of Teacher Education (NCATE), National Education Leadership Preparation (NELP) 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)  
**NELP Standards:** Strategic Leadership (1.2), Equity, Cultural Responsiveness (3.1, 3.2), High Quality Curricula, PD, Data Literacy (4.2, 4.3)

### **Textbooks**

Lalor, Angela Di Michelle [2017]. *Ensuring High-Quality Curriculum [How to Design, Revise or Adopt Curriculum Aligned to Student Success]*. Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].

Ebook title: Ensuring high-quality curriculum : how to design, revise, or adopt curriculum aligned to student success/**Link to access ebook:**

<http://mutex.gmu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1421499>

### **[recommended—optional, not required]:**

Mooney, Nancy J & Ann T. Mausbach (2008). *Align the Design: A Blueprint for School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development [ASCD].

Virginia Standards of Learning

## **Core Values Commitment**

The College of Education and 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 (see <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 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/>).
- 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 VIA should be directed to [viahelp@gmu.edu](mailto: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/>.
- **For information on student support resources on campus, see** <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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