



GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
 Education Leadership Program

Summer 2024

Independent School Leaders Track

Course Number/Title: EDLE 616 D01 Curriculum Development & Evaluation (3 credits)

Course Information

Class Location: Blackboard – 100% Asynchronous

Class Dates: May 13, 2024 – July 17, 2024

Class Meetings: 100% Asynchronous – Our class for each week will start on Monday with reflection activities and discussion posts due by Sunday of that f week.

Instructor

Name: Dr. Andrew Buchheit

Office Hours: By Appointment

Phone: See Blackboard

Email: abuchhe@gmu.edu

Twitter: @AndrewBuchheit

Website: Blackboard [<http://mymasonportal.gmu.edu>]

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

Optional Text:

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]

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

Virginia Standards of Learning, VDOE Website

APA Reference

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington DC: American Psychological Assoc.

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

EDLE 616 examines relationship of written, taught, and tested curriculum; and identifies critical leadership decisions that can positively impact student achievement. Furthermore, EDLE 616 identifies components of effective conceptual frameworks [UBD, Mapping] and constructs a Curriculum Design model for emerging leaders

Course Delivery Method

This course will be delivered in a 100% asynchronous format with assignments throughout the semester 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.

This course will be available on Sunday, May 12, 2024

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.

Although this is an Asynchronous class, it is not self-paced. Assignments will be posted each week on **Monday**. Work, responses, activities will be due by 11:59 pm each **Sunday**. If you need to respond to another student’s reflections or work, these responses will be due by 11:59 pm on Sunday.

Course Objectives:

1. Understand the myriad influences on the Field of Curriculum, Development, Design & Evaluation.

2. Investigate frameworks—Understanding by Design, Curriculum Mapping—that efficiently connect Curriculum Standards to Programs of Study.
3. Analyze Curriculum Leadership practices in the areas of Evaluation, Professional Development, Alignment and Standards-based practices.

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 [that is UBD-informed]
- 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.

Online Expectations

1. **Course Week:** The course week will begin on **Monday** and end on *Sunday* by 11:59pm. **When there is a discussion post, please respond to classmates on Sunday by 11:59pm.**
2. **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 several times a week.

3. **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. **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.
5. **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.
6. **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.
7. **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
9. **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.

Technical Requirements –

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

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

- a. https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
 - b. To get a list of supported operation systems on different devices see:
 - c. https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
2. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
 3. 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.
 4. The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 5. Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 6. Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 7. Apple Quick Time Player: www.apple.com/quicktime/download/

Relationships to Program Goals, Internship, 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)

Course Performance Evaluation and Submission Policies

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy). Assignments are due by 11:59 pm on the dates listed on the syllabus, electronically via Blackboard. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

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 an F nine weeks into the following semester.

Assignments and/or Examinations Students' grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component. Educational leaders must be able to use current research in making informed decisions and improving community relations. Consequently, you should find opportunity throughout the course and assignments to explore existing research on a specific topic, organize and evaluate that research, and then share your findings with your classmates and/or in your journals.

Below are the basic percentages for the various kinds of work required for the class. Students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing the course, not the level of effort you put into it.

Late Work - I expect all students to submit work no later than midnight of the due date. Any work submitted more than 48 hours late will not be graded. 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. **Late penalties may be assessed for persistently late work.**

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures>

Plagiarism: Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations,

provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

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 in **EDLE 616 Curriculum Development and Evaluation** to VIA through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor).

The two Performance-Based Assessments (PBA) are: Design of Curriculum Framework and Demographic Analysis of Assessment Data for Improved Student Performance. 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 grade will convert to some F nine weeks into the following semester.

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 <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 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/>
- **For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>**
- **For information on the College of Education and Human development, please visit our website <https://cehd.gmu.edu/students/>.**
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**
As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, 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.

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/>.

Professional Standards (National Standards and Virginia Competencies)

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and National Educational Leadership Preparation (NELP) and National Council for Accreditation of Teacher Education (NCATE) Standards. Specific NELP standards addressed include:

NELP 1.1: Program completers understand and demonstrate the capacity to design, communicate and evaluate a district mission and vision, in supporting learning for all stakeholders

NELP 1.2: Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

NELP 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

NELP 4.2: Program completers understand and can demonstrate the capacity to evaluate a comprehensive, rigorous, and coherent curricular and instructional school program, that fosters digital literacy, data literacy, equity and improvement for all students.

NELP 4.4: Program completers understand and demonstrate the capacity to design, implement & evaluate coherent [and differentiated] systems of curriculum, instruction and assessment.

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NELP: 6:3: Program completers understand and demonstrate skills in supporting the district's collective instructional and leadership capacity to address 6 emerging school issues.

Specific VDOE standards addressed in this course include:

a.7. Identification, analysis, and resolution of problems using effective problem-solving techniques;

d.2. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;

d.3. Developing appropriate public relations and public engagement strategies and process; **d4.** Principles of effective two-way communication, including consensus building and negotiation skills;

f.3. Identify and respond to internal and external forces and influences on a school