George Mason University
College of Education & Human Development
Graduate School of Education

Course Number and Title:
EDLE 603-604 Curriculum Development & Evaluation
Spring, 2024 [3 credit hours]

Meeting Dates, and Times
Monday, May 13 through Wednesday, July 17 - 4:45 PM - 7:45 PM

Instructor:

Dr. Tyrone Q. Byrd
Office Hours: By Appointment
Phone:
Email: tbyrd@gmu.edu

Website: Blackboard [ ]

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.

Prerequisites: EDLE 620, EDL 690, and EDLE 791

Course Description:

This course examines the relationship of the written, taught, and tested curriculum and identifies critical leadership decisions that can positively impact student achievement. Coursework and conversations will identify components of effective curriculum guides. Students will construct a mini-document for future personal use. [Course may not be repeated for credit.]

In three Units [micro, micro-macro, and macro] EDLE 616 examines the relationship between written, taught, and tested curriculum; conceptual frameworks [UBD, Mapping]; and identifies critical leadership decisions that can positively impact student

achievement. Also examines foundational influences on the worlds of Curriculum and constructs a Curriculum Design model for emerging leaders.

Delivery:

This course will be delivered in a hybrid format, face to face when noted and asynchronous online. Online sessions will be via the Blackboard Learning Management system (LMS) housed in the MyMason portal. 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. The course site will be available on 5/24/23.

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/Ultra/Getting_Started/Browser_Support

  To get a list of supported operating systems on different devices see: https://its.gmu.edu/help-support/

- 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:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quicktime Player: 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, Wikis, etc. to collaborate with colleagues on group assignments. Discussion Board group activities will be pre-assigned on Blackboard.

Bb Collaborate/Skype/Zoom: You may communicate also with colleagues using these platforms.

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I 3 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.

Expectations

• **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 daily [or several times per week].

• **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.

• **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.

• **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 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 ensure accessibility must be registered with George Mason University Disability Services.

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 an emerging/controversial issue in curriculum development/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 professional development component. [the plan should connect best thinking/practices on the issue to 2 or 3 essential questions]

[iv] investigate the components of a well-formed Board of Education (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.

Course Objectives:
1. Understand the myriad influences on the field of curriculum development, design,and evaluation.
2. Investigate frameworks—Understanding by Design, Curriculum Mapping, and others—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.

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 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), and National Education Leadership Preparation (NELP) as shown below.

1. NELP 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
2. 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.
3. NELP 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
4. NELP 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
5. NELP 4.4 Program completers understand and demonstrate the capacity to evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systemic manner.

6. NELP 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Required Text:

Lalor, Angela di Michelle [2017]. *Ensuring High-Quality Curriculum [How to Design, Revise or Adopt Curriculum Aligned to Student Success.]* Alexandria, VA: ASCD

Course Evaluation and Grading:

In this graduate-level course, excellence is the standard for all class work and assignments. Assessments 1, 2, and 3 will be evaluated using a detailed rubric, serving not only as a guide for completing tasks but also as a tool for grading.

A core aim of EDLE 616 is to refine and enhance your managerial and ethical competencies in instructional leadership and management. You will be evaluated based on our capacity to analyze scenarios through the lens of an aspiring school administrator, considering the systemic implications of decisions and their impact on student learning.

While the grading assessing scales and percentages provided later in this document offer general benchmarks, your final grade will be determined by the instructor' assessment of your classroom performance, reflecting your demonstration of leadership qualities, perspectives, and attitudes.

Students are encouraged to seek improvement by rewriting assignments (excluding the final project) within one week of receiving feedback. The original submission should be securely attached to the rewrite for re-evaluation.

VIA Performance-Based Assessment Submission Requirements

For any EDLE Course featuring a performance-based assessment, every enrolled student must submit two components: [i] Design for Curriculum Framework, and [ii] Demographic Analysis & Assessment Data via VIA Assessments, accessible through Blackboard. This requirement applies to all students, whether they are taking the course as an elective, a one-time course, or as part of an undergraduate minor.

The evaluation of the performance-based assessment by the course instructor will also be conducted via VIA through Blackboard.

Failure to submit the assessment to VIA (via Blackboard) will prompt the course instructor to assign an Incomplete (IN) grade. Unless the IN grade is updated upon completion of the required VIA submission, it will automatically convert to an F nine weeks into the following semester.

Course Requirements:

In-class sessions will regularly involve dynamic collaborative conversations. It is essential that students have completed required readings so that each is prepared to pose questions and introduce new concepts for their classmates.

Online sessions will feature Group Discussion Board & Individual Journal submissions [both of which could include video and podcast versions]. The completion of and reflection on assigned readings, **constructive participation** in discussions and group work as well as on-line communication - as needed - 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.

The following norms will guide our in-person or online discussions:

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say while someone else is talking.)
- Criticize ideas, not individuals. We all can learn something from each other, even if your views don't necessarily align.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.
- We are accountable for our words and their impact.
- Personal information that comes up in the conversation should be kept confidential.

Taken from the Centers of Teaching and Learning at the University of Michigan, Columbia, Cornell University, and UC Berkeley

If missing class is unavoidable, you are responsible for notifying the instructor (preferably in advance). **It is <u>your</u> 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 instruction 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.

Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in learning modules.
2. Original thinking and persuasiveness; and
3. Clarity, concision and organization.

Professional Dispositions

Students are expected to exhibit behaviors and dispositions always.
See https://cehd.gmu.edu/students/policies-procedures/

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

1. GMU Policies and Resources for students
    a. Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

b. Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsibler-use-of-computing/).

c. 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.

d. 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/).

e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

f. Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

g. 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.

h. 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://ds.gmu.edu/).

2. Campus Resources
   a. 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/.
   b. For information on student support resources on campus, see https://etfe.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 Poliicy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support Advocacy Center (SSAC) at (703)380-1434 or Counseling and Psychological Services (CAPS) at (703)993-2380. You may also seek assistance or support measures 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 email 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 Websites 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 emails.

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