EDAD 641.01W
School District Instructional Leadership: Curriculum
COURSE SYLLABUS: Fall Subterm 1, 2012

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


Understanding by design (2nd edition) by Grant Wiggins and Jay McTighe (July 24, 2005)
TAMUC library ebook LB2806.15.W542005eb

Optional: Selected articles to be assigned

Course Description:

This integrated School District Instructional Leadership course will develop candidates who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff; and develop the competencies for the Standard Superintendent Certificate in school district instructional leadership of curriculum.

Student Learning Outcomes:

1. The learner will demonstrate as understanding of best practices that promote the success of all students.
2. The learner will apply the necessary knowledge and skills to design and implement districtwide curriculum.
3. The learner will demonstrate the competencies necessary to provide an effective instructional program.
4. The learner will be able to evaluate program effectiveness through federal, state, and local assessments and program evaluation tools.
5. The learner will demonstrate skill in providing a comprehensive professional development plan for staff.
6. The learner will be an active and engaged team member within the cohort learning community by analyzing, constructing, creating, and evaluating information presented within the textbooks, selected readings, and resources.

### COURSE REQUIREMENTS

**Instructional / Methods / Activities Assessments**

This web-based course relies heavily on written responses, interaction, and discussion. It is problem-based and inquiry oriented. Learning in this course will take place as a result of online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises in online venues.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these may include focused discussions, written reflections, problem-solving activities, case-studies, independent research, and the direct teaching model.

**Assignments**

*Student Learning Outcomes: 1 – 6*

*Assessment Method: Assignments will be in different formats and will include individual and group projects.*

**Discussions**

Each student is expected to participate through E-College, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. Participate online at least two **weekdays** each week by responding to prompts and responding to the answers of others. Participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills. You cannot receive participations points if you are not contributing to the class discussion. To earn participation points, you must discuss and apply knowledge of the readings.

You should read, analyze, and respond to the issues of the week/questions and comments from me and the other members of the class. You are required to actively participate in our classroom discussions and online. You must do more than complete assignments; you must demonstrate your regular reading of others’ responses. I am looking for evidence that you are an active participant in the learning experience. This can be done by relating real world
experiences to the discussions or summaries, building on other’s comments with alternative
solutions, and pointing out problems or adding another dimension to the discussion. Stating
your agreement or providing a one sentence response does not fall within these parameters.
Responses should be substantial.

The discussion forums are related to the readings, external resources, and activities. Upon
completion or near completion of the assigned readings and activities, you are expected to
engage in an ongoing discussion/debate with your learning community peers. Your contributions
to the discussion forums will be graded for quality and timeliness of your contributions.

*Student Learning Outcomes: 1 – 6*

*Assessment Method:* Class participation will be determined by the professor. Each on line forum
will be graded using the Discussion Forum Rubric.

**Reflections**

*Student Learning Outcomes: 1 – 6*

*Assessment Method:* reflections will be based on reading assignments and will be graded using
the Reflections Rubric.

**Exam**

*Student Learning Outcomes: 1 – 6*

*Assessment Method:* The examination will be comprised of essay questions that indicate your
application of the knowledge you gain from the course.

**Grading**

Grades will be determined on a total point basis as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>60%</td>
<td>5 assignments @ 10 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>10%</td>
<td>5 discussions @ 4 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Reflections</td>
<td>10%</td>
<td>5 weeks @ 2 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
<td></td>
<td>20 points</td>
</tr>
</tbody>
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The grading scale listed below is a guide. The Instructor reserves the right to evaluate and
assign the final course grade.

90% -100%        A
80% -89%         B
70% -79%        C
60% -69%        D
Below 60%        F
NOTE: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 641. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

**TECHNOLOGY REQUIREMENTS**

This is a web based course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred), 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred).

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. You are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

**ACCESS AND NAVIGATION**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**

E-mail is the best method of contacting me. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each day. Please post questions appropriate for the entire class to my eCollege Virtual Office; otherwise you may email me directly. **Please reserve the use of cell phone calls for emergencies.** If you would like to meet, please email me for an appointment. I will be happy to provide any reasonable support to help you succeed.
Course Specific Procedures:

Examination Policy
Questions will require analysis and synthesis requiring the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy
Assignment due dates are posted in the assignment section of eCollege along with instructions for each assignment. All projects should be submitted in the eCollege dropbox and saved as a .doc file unless specified otherwise.

Late Work
Late work will not be accepted in the course.

Incompletes
An incomplete will not be available for this course.

Graduate Online Course Attendance Policy
A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. Expectations for attendance on-line will be posted with each assignment. Learning will be segmented into weeks or units. Materials and assignments will be available to students and then close on established dates. It is important to stay on schedule with the class agenda.

University Specific Procedures:

ADA Statement

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

The course is divided into 7 weekly units that will open and close on specified dates. Successful completion will require participation and submission of assignments each week. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the doc sharing tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.