EDAD 607
Using Data and Evaluation to Improve Learning
Spring 2014
Course Syllabus

\

Instructor: Dr. Melissa Arrambide, Assistant Professor
Office Hours: As Needed – Upon Request
Cell Phone: 214-405-5619
University Email Address: Melissa.Arrambide@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Bernhardt, V. L. (2004). *Data analysis for continuous school improvement.* Larchmont, NY: Eye on Education.

American Psychological Association. (2010). *Publication manual of the american psychological association* (6th ed.). Washington, D.C.: American Psychological Association.

Most recent AEIS reports for your district including one campus.

Other suggested readings and available websites will be provided during the course.

Course Description:

This course provides school leaders with the skill and knowledge to analyze state, district, and local data for use in planning systemic improvement of instructional delivery, program effectiveness, and administrative processes. Acquisition, analysis, and interpretation of data are applied in educational settings to facilitate research-based decisions in planning for instructional and organizational improvement. (*TAMU-Commerce 2007-08 Graduate Catalog,* p. 172). This course is a requirement for the principal certificate and master's degree programs. Prerequisites: EDAD 615, 626, 574, 595.

Student Learning Outcomes:

Through course readings, lectures, and activities, the student will have the opportunity to develop greater understanding and skills in utilizing data to inform decision-making and educational practice. More specifically, students will examine:

1. Why data are important and what data to gather;
2. How data—gathered, disaggregated, analyzed, and properly used—can make a difference in meeting the needs of every student in the school;
3. How to communicate and report data results; and
4. The data analyses required to meet the No Child Left Behind (NCLB) Legislation.

Objectives:

The objectives for this course have been aligned with the descriptors of professional knowledge that are required by the State Board for Educator Certification (SBEC) for administrator certification, specifically that the practicing or future leader may understand, value, and have the ability to:

1. Use various types of information (e.g., demographic data, campus climate inventory results, students achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision (Competency 001, specifically 001.01, 001.08, and 001.09)

2. Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, resources, and assessment; and promote the use of varied assessments to measure students performance (Competency 004, specifically 004.01, 004.02, and 004.04)

3. Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth (Competency 005, specifically 005.01, 005.02, 005.05, 005.07, 005.08, 005.09, 005.10, and 005.11)

4. Apply organizational decision-making and problem-solving skills to ensure effective learning environment (Competency 007, specifically 007.02 and 007.03)

COURSE REQUIREMENTS

Instructional Overview:

The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class. This is a web-enhanced course and some elements of learning will be provided at TAMU eCollege. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbook and other assigned readings, projects and class interaction. This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various

combinations of activities, discussions, readings, research, etc. Evaluation will be based upon successful completion of each of the performance expectations. Each expectation has been assigned points toward the total upon which the final course grade will be assigned. Learning Activities will include the following:

Assignments:

Reading assignments will be made to enable the student to be prepared for discussion boards and assignments. The student will respond to readings through comment and written responses (assignments). Responses may be in the form of reading analysis, article reviews or segments of the semester project as directed each week.

Learning Outcomes – Numbers 1, 2, 3, and 6

Discussion Boards /Journaling:

Each class will be made up of several learning activities that may include discussion boards, reflection activities and journal entries. In order for this class to beneficial, each student is expected to participate in discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be conscious of the class schedule and prepared to share with classmates in conversation and activities. Students may be required to make weekly entries of reflections and "quick writes" in the eCollege journal.

Learning Outcomes- Numbers 1, 2, 3 and 7

Discussions Boards

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 in each module 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. In short, you are required to actively participate in our classroom discussions online. You must do more than complete assignments; you must demonstrate your regular reading of others' responses. In other words, 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. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one sentence).

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. ***There is no late work accepted for discussion boards. You are required to post your initial***

response and a response to another student's post for EACH prompt within each module. (Thus, totaling a minimum of 2 responses per prompt.)

Journaling

Journal entries are an opportunity for the student to reflect on learning; express ideas and thoughts; and make comments about contemporary topics etc. Entries may be short in nature but should be thoughtful and scholarly.

Project:

This course will include a project to demonstrate mastery and application of learning. The project is designed to be a real world experience to assist you as a school leader/practitioner by using data to create an improvement plan. Projects vary in nature and are individualizes to the student's current professional situation. Each project will have its own set of parameters for completion. Project segments may have a longer window for completion to allow for interaction and individual feedback from the instructor. Detailed instructions are provided within the course.

Learning Outcomes- Numbers 3, 4, 5 and 8

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) with 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 **daily**. Conversely, 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.
(See syllabus tool for content suggestions)

ACCESS AND NAVIGATION

This is a web-enhanced course using eCollege, the Learning Management System used by Texas A&M University-Commerce. You will access the online portion of the class for assignments and communication with the professor. To get started with the online segment, go to https://secure.ecollege.com/tamuc/index.learn?action=welcome
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.

eCollege Technical Concerns
*Chat Support***:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.

*Phone***:** 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

*Email***:** helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

COMMUNICATION AND SUPPORT

E-mail is the best method to contact me during the week. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail each weekday. I am also available via cell phone if needed. 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 AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Examination Policy
Exams are to access the students' ability to apply learning. Questions are of the analysis and synthesis level of learning and require the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy
Assignments will be available in class and under the weekly modules in eCollege. Reading responses should be submitted in the eCollege drop box and saved as a .doc file unless specified otherwise.

Late Work
Late work will only be accepted with **prior** approval of the professor. A late box is provided in the drop box for late assignments. Late work will not receive full credit.

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 discussions, projects, journaling etc. each week of the course. Learning will be segmented into weeks or units. It is important to stay on schedule with the class agenda.

University Specific Procedures:

Academic Honesty Policy

Please see the *TAMU-C Graduate Catalog at http://catalog.tamu-commerce.acalog.com/index.php?catoid=9 and the Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. *(Texas A&M University-Commerce, Graduate Catalog, 2009-2010)*

Drop a Course
"A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page." Drops should be completed according to University procedure to avoid the posting of a failing grade.

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@tamuc.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 modules. Successful completion will require participation and submission of assignments in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the “Course Calendar” tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.