



**EDAD 697 Policy & Programs: Curriculum
COURSE SYLLABUS: Summer, 2014**

Instructor: Ken English, Adjunct Instructor
Office Location: Region VIII Education Service Center
Office Hours: 24/7
Office Phone: 580-380-1104

COURSE INFORMATION:

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

School Finance 101: Funding of Texas Public Schools, Texas Education Agency publication, April, 2010

Case Study and Reference Information, Gilmer ISD, June, 2010, Dr. Arnold Oates

Good to Great by Jim Collins

Legal Issues in School Law, June 2011, Blake Powell, Attorney

Selected School Board Policies, Texas Association of School Boards, Revised 2009

BAA	Power and Duties of School Board
BE	Board Meetings
BED	Public Participation
BF	Board Policies`
BJA	Qualifications and Duties of the Superintendent
BQ	Planning and Decision-Making Process
BQA	Planning and Decision-Making process District-Level
GF	Public Complaints

RESOURCE CONSULTANTS:

Using classroom learning opportunities led by superintendents, school curricular consultants, school financial consultants, school attorneys, school construction specialist, school business managers, state and federal programs and assessments to promote advanced discussion, varied learning opportunities, and research, the student learning outcomes for this course will be demonstrated

through individual and group activities, class activities, independent projects, and reading and reporting on research articles

COURSE DESCRIPTION:

EDAD 697 Policy & Programs: Curriculum

The course is designed to provide curricular competency for superintendents and other educational leaders in developing a district-wide systemic culture to sustain a high-performing learning community. Emphasis is on a superintendent mastering the three competencies (005, 006, 007) and associated performance standards established by the Texas State Board for Educator Certification in the Test Framework for Field 195: Superintendent, defined as Domain II Instructional Leadership.

Domain II, Competency 005

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

Domain II, Competency 006

The superintendent knows how to advocate, promote, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Domain II, Competency 007

The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

Student Learning Outcomes:

Student learning is directed toward curricular competency as a superintendent in developing a district-wide systemic culture to sustain a high-performing learning community.

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course. These are the expectations your instructor has for you. Assignments and activities related to these outcomes are described in the assignments and assessment portion of this syllabus.

Using classroom learning opportunities led by superintendents, school curricular consultants, school financial consultants, school attorneys, school construction specialist, school business managers, state and federal programs and assessments to promote advanced discussion, varied learning opportunities, and research, the student learning outcomes for this course will be demonstrated through individual and group activities, class activities, independent projects, and reading and reporting on research articles. The student learning outcomes for this course are:

Learning Outcome for Competency 005 The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:

- A. Facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
- B. Implement planning procedures to develop rigorous curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
- C. Implement curriculum design and delivery systems to ensure instructional quality, appropriate depth of learning, and alignment across the district.
- D. Develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content, and alignment.
- E. Use assessment to measure student learning, diagnose of student needs, and determine the effectiveness of the curriculum to ensure educational accountability.
- F. Evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
- G. Facilitate the integration of technology into the school district curriculum to enhance learning for all students.
- H. Facilitate the use of creative thinking, critical thinking, and problem solving by appropriate school district staff and other individuals involved in curriculum design and delivery.
- I. Facilitate the effective coordination of district and campus curricular and extracurricular programs.
- J. Ensure that staff members have a working knowledge of the accountability system and are monitoring its components to increase student performance.

Learning Outcomes for Competency 006 The superintendent knows how to advocate, promote, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:

- A. Apply knowledge of motivational theories and strategies to encourage staff, students, families/caregivers, and the community to strive to achieve the district's vision.
- B. Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.
- C. Facilitate the development of a learning organization that encompasses high student engagement and learning with academic rigor through the use of effective planning and lesson design.
- D. Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- E. Implement and support student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.

- F. Establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results for improvement of student learning.
- G. Apply knowledge of special programs to ensure that students are provided with appropriate resources and effective, flexible instructional programs and services.
- H. Analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
- I. Analyze the implications of various organizational factors for teaching and learning.
- J. Develop and use appropriate change processes to improve student and adult learning.
- K. Ensure responsiveness to diverse sociological, linguistic, cultural, psychological, and other factors that may affect student development and learning and create an environment in which all students will learn.

Learning Outcomes for Competency 007 The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

The superintendent knows how to:

- A. Improve teaching and learning by participating in quality, relevant professional development activities and studying current professional literature and research.
- B. Develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.
- C. Facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.
- D. Implement strategies to increase the expertise and skill of staff at the district and campus levels.
- E. Work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.
- F. Deliver effective presentations and facilitate learning for both small and large groups.
- G. Implement effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff.
- H. Develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
- I. Assess and support the organizational health and climate by implementing necessary strategies to improve the performance of all staff members.

Cumulative Learning Outcome: The learner will demonstrate mastery of public school curriculum as established by the Texas State Board for Educator Certification in the Test Framework for Field 195: Superintendent, defined as Domain II Instructional Leadership.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course relies heavily on student participation, interaction, and discussion. It is problem-based and inquiry oriented. While learning in this course will take place as a result of class discussions and debates, lectures/power-point presentations, guest speakers, readings and concentrated study by individual students, a major teaching/learning strategy calls for small group discussions, individual and group presentations (spontaneous and planned), class discussion, and participation in intensive group learning exercises.

Daily/weekly/semester assignments include a series of written and oral responses to readings and class 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 class discussions.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, debates, student led discussions, group problem-solving activities, case-studies, simulations, independent research, individual and small group presentations as well as power-point presentations, and the direct teaching model.

GRADING

Student Performance Evaluation:

Evaluation will be based on successful completion of each of the performance expectations. Each expectation has been assigned points towards the total on which the final course grade will be based. Grades will be based on the quality of the writing (both style and content); the degree to which the paper/project meets the defined expectations (syllabus descriptions and rubrics). These grades are the sole judgment of the instructor of record based upon the nature, quality, and completion of each student performance expectation.

Visitation to School Board Meetings (20% of Final Grade) 5 points per visit
Individual Project/Presentation (40% of Final Grade) 40 points
Participation in Class Discussions/Activities (20% of Final Grade) 20 points
Completion of Research Reading Activities (20% of Final Grade) 20 points

TOTAL Possible Points: 100 POINTS

FINAL GRADE

A 90 – 100 Points
B 80 – 89 Points
C 70 – 79 Points
D 60 – 69 Points
F Below 60 Points

TECHNOLOGY REQUIREMENTS

Access to a computer with:

- o Internet access (high-speed preferred)
- o Word processing software (Microsoft Word preferred)

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. 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.

COMMUNICATION AND SUPPORT

Email is the best way to reach me as I will check it daily, including weekends. A reply will be sent within 12 to 24 hours depending upon the time your message was received.

Phone Calls: If you want to talk by phone, you may call me a 903.882.4083. Please leave a detailed message (if I do not answer) and tell me the nature of your concern and when you are available to receive a phone call.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Citizenship:

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

Late work:

Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Attendance:

Attendance to all sessions is mandatory unless special permission to miss class due to extenuating circumstances is approved by the instructor.

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Courtesy regarding Cell Phones/Electronic Devices:

If you carry a communication device/cell phone with you, please be sure it is turned off while you are in class. If you are involved in a crisis situation and need to be available via your cell phone, please talk with the instructor about the situation prior to the start of class. Your cooperation and your respect for our learning time are appreciated.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university

procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course. 998. Dropping the class results in an automatic withdrawal from the academy.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks" (Policy A 122.07) You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the *TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001)* 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. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words 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).

Plagiarism:

Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author. In a nutshell, the term "copyright" refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of "original works of authorship" including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:

Having a tutor or friend complete a portion of your assignment, having a reviewer make extensive revisions to an assignment, copying work submitted by another student to a public class meeting and/or using information from Online information services without proper citations.

AMERICANS WITH DISABILITIES ACT STATEMENT:

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

UNIVERSITY MISSION AND VISION STATEMENTS:**The Texas A&M University- Commerce Mission:**

Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission:

The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision:

The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission:

The Department of Educational Leadership at Texas A&M University-Commerce prepared graduates for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision:

The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.