



**EDAD 641**  
**School District Instructional Leadership: Curriculum**  
**COURSE SYLLABUS: Spring 2015**

**Instructor: Dr. Scott Farler, Ed.D.**  
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**Prerequisites: Graduate Admission and EDAD 620 Min Grade C**  
**Credits: 3**

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

*Required Textbooks* *Developing the curriculum* (8<sup>th</sup> edition) by Oliva and Gordon (2012)  
Allyn and Bacon ISBN 978-0132627511

*Other Readings* Selected readings to be assigned

**Course Description**

The EDAD 641 School District Instructional Leadership: Curriculum course is designed to 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 practices to student learning,
- designing a comprehensive district improvement plan and district professional growth plan, and
- developing the competencies for the Standard Superintendent Certificate in the area of curriculum as a school district instructional leader.

**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 district-wide 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.

The purpose of this course is to equip potential district curriculum administrators with the knowledge, skills, and dispositions to engage all stakeholders in the management of the curriculum to meet the needs of all students. With this goal in mind, the assessment for this course will be authentic and project-based. The student's task will be to create a comprehensive district plan for managing, assessing and revising the district curriculum, instruction, and staff development.

Students will complete one section of the Comprehensive Curriculum Management Plan with each of the course modules.

## **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 and individual projects in online venues.

Assignments include 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, group and individual projects, and direct teaching.

### **Assignments**

Each weekly/unit lesson will include readings and activity segments. Assignments related to these activities will reflect your understanding of the topic. These assignments will be due each week and submitted through the eCollege drop box or as directed each week.

*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 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. To earn participation points, a student must discuss and apply knowledge of the assignments. Document your discussion posts with references to your readings. The instructor will designate deadlines for the initial post and the response posts.

You should read, analyze, and respond to 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 the responses from others. Students are expected to be an active participant in the learning experience. This can be done by bringing real world experiences to the discussions or summaries, building on other's comments with alternative solutions, pointing out problems, adding another dimension to the discussion, and ground statements with references to weekly readings. Responses should be substantial. 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.

## **Assessments**

Students will complete one section of the Comprehensive Curriculum Management Plan with each of the course modules. This authentic assessment provide the students with a usable District Management Plan. The plan will be created by sections: Each section should include a narrative plan accompanied by the forms that will be needed in each step if the management process. Since each section will be a part of a finished product, each section should include an introduction, middle and conclusion. The assignment for module 15 will be to write an introduction for the completed curriculum management plan.

The Module Assignments (Sections of the Curriculum Management Plan) will be:

Module 1 & 2: Write a personal philosophy on curriculum and instruction.

- Consider: What do you believe about who should teach what, when, where and how?

Module 3 & 4: Create a plan and a template for documenting and aligning the district curriculum.

- In narrative form, share a list of things you will need to know or decide before you initiate a curriculum alignment process.

Such As: Who will make the decisions?

What will be taught?

How will you organize content? By subject? By Theme?

- Create the Document you will use on the district level.

Module 5 & 6: Create a plan and a template for documenting the building curriculum.

- Describe the process for managing the building curriculum.

Consider: Who will be responsible?

When will they meet to work?

What will be included in the building level documents?

- Design the documents you will need on the building level.

Module 7 & 8: Create a plan for managing the grade level curriculum and a template for documenting the classroom curriculum.

- Describe the process for managing and making decisions about classroom curriculum.

Consider: Who will decide what will be taught, when and how.

What will be documented on lesson plans?

Will lesson plans be done by unit?  
Weekly? Daily? All?

What will need to be on daily lesson plans?

Will there be a requirement for turning lesson plans in to an administrator?

- Create the template you will use for classroom level lesson plans.

Module 9 & 10: Teacher Evaluation

- Write a very general District Professional Development Plan.

Consider: What will people be required to do by when?

What data will drive the decisions?

- Create a classroom instruction observation form.
- Write a narrative detailing how the classroom observation data will drive the teacher's plan for improvement.

Module 11 & 12: Write a Plan for On-going Assessment and Revision of the District Curriculum

- Consider: Due dates and Personnel responsibilities.

Module 13 & 14: Put all parts of the curriculum management plan into one formal document. The final product will be a professional plan with a Cover Page, TOC, Introduction and all Sections.

- Revision, Reflection and Assessment

Module 15 & 16: Make final revisions and submit for grade. Take Final Exam.

*Student Learning Outcomes: 1 – 6*

### **Exam**

*Student Learning Outcomes: 1 – 6*

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

### **Grading**

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

Assessments points	70%	14 assignments @ 50 points each	700
Discussions points	14%	14 discussions @ 10 points each	140
Final exam points	16%		160
Total points	100%		1,000

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. The instructor reserves 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](mailto:helpdesk@tamu-commerce.edu).

## **Course Organization**

This course is organized by weekly units based upon resource issues regarding public schools. The course is organized for a seven week sub-term session. Some projects occur across multiple weeks. Unit opening and closing dates are posted in eCollege. All assignments due the assigned timeframe must be submitted by the posted due date.

## **What to Do First**

Download syllabus, then open and read the Introduction module. Post autobiographical information in the Student Lounge in eCollege as directed.

## **How to Proceed with Class Activities Each Week**

1. Access and follow all course instructions found in the unit content area of the eCollege course (left navigation bar).
2. Read the assigned readings, links, and other resources provided in the syllabus and in the eCollege units. Links to documents are provided in the course units.
3. Respond to posted discussion board questions using the eCollege discussion tool. Links to the discussion boards are found under each unit content of the course on the left navigation bar of eCollege.
4. Complete and submit assignments electronically using the eCollege drop box tool/tab located in the toolbar at the top of the eCollege course window. Required assignment instructions, due dates, and submission information will be provided by the instructor via eCollege units.
5. Complete the course assignments according to the instructions provided in this syllabus and the eCollege unit content.

## **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](mailto:helpdesk@online.tamuc.org) to initiate a support request with an eCollege technical support representative.

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement**

E-mail is the best method to contact me. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail a couple of times each day. If you have an urgent need you may text or call my cell directly. I will return your call as soon as possible.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **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, etc. each week of the course. 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**

#### **Academic Honesty Policy**

Please see the TAMU-C Graduate Catalog at <http://catalog.tamuc.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@tamu-commerce.edu](mailto: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.*** Please refer to the e-college modules for specifics. Successful completion will require participation and submission of assignments each week. A course outline detailing the class schedule and assignment deadlines will be posted this week. Please check it regularly for updates.