



**EDAD 607**  
**Using Data and Evaluation to Improve Student Learning**  
**COURSE SYLLABUS**

**Instructor:** Dr. Debbie Goodwin  
**Office Location:** Remote  
**Office Hours:** Online - Remote  
**Office Phone:** NA  
**Office Fax:** 903.886.5507  
**Cell Phone:** 501-454-9161  
**University Email Address:** deborahgoodwin@tamuc.edu

**Course Information**

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

*Textbook(s) Required:*

Bernhardt, V. L. (2013). *Data analysis for continuous school improvement*. Larchmont, NY: Eye on Education. Third Edition.

American Psychological Association. (2009). *Publication manual of the american psychological association* (6th ed.). Washington, D.C.:

American Psychological Association.

Most recent State Data reports for your district and at least 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 2012 – 2013, Graduate Catalog*; [http://catalog.tamu-commerce.edu/search\\_advanced.php?cur\\_cat\\_oid=16&search\\_database=Search&search\\_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=607](http://catalog.tamu-commerce.edu/search_advanced.php?cur_cat_oid=16&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=607)). This course is a requirement for the principal certificate and master's degree programs.

### **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. 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.

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:

5. 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)

6. 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)
7. 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)
8. Apply organizational decision-making and problem-solving skills to ensure effective learning environment (Competency 007, specifically 007.02 and 007.03)

## **Course Requirements**

### **Instructional / Methods / Activities Assessments**

#### **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.

#### **Course Methods and Assignments:**

1. **Course Readings and Discussion Boards:** 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.

**Discussion Boards:** Each class will be made up of several learning activities that may include discussion boards, reflection activities. In order for this class to be 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.

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 **once** 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.

Students will read, analyze, and respond to the issues of the week, questions, and comments from others. Topics are related to the readings, external resources, and activities. Students are required to actively participate in classroom discussions online. You must do more than complete assignments; you must demonstrate regular reading and reflection of others' responses. The professor will be looking for evidence that students are active participants in the learning experience. This can be done by relating real world experiences or summaries, building on others' comments with alternative solutions, pointing out problems, or adding other dimensions to the discussion. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one sentence). Contributions will be graded for quality, depth, and timeliness of your contributions. No late work will be accepted for discussion boards.

Learning Outcomes:            Numbers 1, 2, 3, 6, and 7

2. **Project Assignments:** Students will create a project to demonstrate mastery and application of learning. The project will be designed as a real world experience to prepare students to be a school leader/practitioner who can successfully use data to create an improvement plan. Projects vary in nature and will be individualized to the student's current professional situation. Each project will have its own set of completion parameters. Project segments may have a longer window for completion to allow for interaction and individual feedback from the professor. Detailed instructions are provided within the course shell.

Learning Outcomes:            Numbers 3, 4, 5 and 8

*Assessments Per Shell:*        185 Points

**Grading:**

**Total Course Points Possible: TBD**

**FINAL GRADE PERCENTAGES:**

A = 90 – 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

**Technology Requirements:**

This is a web-based course and some obvious technological resources will be required, including 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, 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. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch Yahoo, Hotmail, etc. We will not check for your email in spam.

**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 for communication with the professor. To get started with the online segment, go

to <https://leo.tamu-commerce.edu/login.aspx>. Students will need a 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).

### **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:**

Feel free to contact the professor. E-mail is the most reliable method. 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 weekday. *Please do not text me.* 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**

Exams are to assess 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 professor. Each class member is expected to participate fully in discussions, projects, 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*)

**Dropping 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*).

The course is divided into weekly units. Successful completion will require participation and submission of assignments each week. Any changes in the course outline or due dates will be posted in Announcements.

**PLEASE CHECK THE ANNOUNCEMENTS AND YOUR EMAIL REGULARLY!**

