



EDAD 619.01W & 2W GLB/DESIGNING CURRICULUM FOR EFFECTIVE INSTRUCTION COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Warren Ortloff
Office Location: Virtual
Cell Phone: 469-734-9341
University Email Address: Warren.Ortloff@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

TEXTBOOK(S) REQUIRED

You will need three books for this course:

- 1. Ornstein, A.C. & Hunkins, F.P. (2017). Curriculum, foundations, principles, and issues (7th ed.). USA: Pearson Education, Inc. ISBN: 9780134060354**
- 2. American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.) Washington, D.C.: American Psychological Association. ISBN: 978-1433805615**
- 3. English, F.W. (2010). Deciding what to teach and test: Developing, aligning, and leading the curriculum (3rd ed.) Corwin Press. ISBN-10: 1412960134; ISBN-13: 978-1412960137**

TECHNOLOGY REQUIREMENTS

This is an online class. All of the instruction and assignments will be delivered using the Brightspace D2L learning media platform.

OPTIONAL TEXTBOOKS / MATERIALS

None

COURSE DESCRIPTION

This course focuses on the development of and designing of curriculum for facilitating continuous improvement in the instructional program. Sound research-based practices related to planning, supervision, curriculum development and delivery, program evaluation, and change management for diverse learners in multicultural settings are incorporated.

STUDENT LEARNING OUTCOMES

1. The learner will know how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment (Principal Competencies 6 and 8)
2. The learner will know how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance (Principal Competency 3).
3. The learner will know how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth (Principal Competency 4).
4. The learner will know how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management (Principal Competency 5).
5. The learner will be able to *demonstrate and apply knowledge* of the interconnectedness of global dynamics (issues, processes, trends, and systems) while viewing themselves as *engaged* citizens within an interconnected and diverse world. (All Three QEP Learning Outcomes & Principal Competencies 4 and 11)

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

STANDARDS ADDRESSED

[19 TAC §241.15(c)] Leading Learning. The principal:
(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

TEXES Principal Domains and Competencies

DOMAIN II — **LEADING LEARNING** (Instructional Leadership/Teaching and Learning)

Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

149.00 Instructional Leadership: Standard 1

The principal is responsible for ensuring every student receives high-quality instruction.

- 1a. Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

COURSE REQUIREMENTS

MINIMAL TECHNICAL SKILLS NEEDED

Minimal technical skills include using the learning management system, using Microsoft Word and PowerPoint, and using presentation and graphics programs, etc.

INSTRUCTIONAL METHODS AND STUDENT RESPONSIBILITIES

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 to set aside time to read and digest the readings before writing or participating 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.

Assignment Submission Format

All written assignments must be presented in APA Style (6th Edition) format unless the instructor states otherwise. It is the student's responsibility to become familiar with APA. All assignments are required to be introduced by an Assignment Submission Cover Page that meets APA expectations, with the exception of Threaded Discussion activities. Threaded Discussions that have a citation, must present a full reference at the end of the submission. In addition, whenever an assignment submission has a citation within the text or contents require a citation, there must be a titled reference page as the last page.

Projects

Student Learning Outcomes: 1-6

Assessment Method: Assignments will include individual and group projects.

Threaded Discussions

Each student is expected to participate, 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 (class assigned and student generated). The student must participate online several times by responding to the prompt and making insightful / noteworthy comments

to a least two others. Participate in this endeavor with the goal of contributing meaningfully and implement higher order thinking skills. Participation points can't be received unless there is a meaningful contribution to the class discussion. To earn participation points, discuss and apply knowledge from readings and cite.

Read, analyze, and respond to the issues of the week/questions, comments from the instructor, and the other members of the class. Actively participate in classroom discussions and online. Do more than complete assignments; demonstrate regular reading through responses. The instructor looks for evidence of active participation 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. Simply stating 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, expectation is to engage in an ongoing discussion/debate with learning community peers. Contributions to the discussion forums will be graded for quality and timeliness of contributions.

Student Learning Outcomes: 1-6

Assessment Method: Class participation will be determined by the professor. Each online forum will be graded using the *Discussion Forum Participation Rubric* found in *Doc Sharing*.

Reflections:

Student Learning Outcomes: 1-6

Assessment Method: Reflections will be based and supported through reading assignments and student generated additional topical research. The student is expected to also demonstrate considerable effort in developing the reflection.

Exams:

Student Learning Outcomes: 1-6

Assessment Method: The examinations will be comprised of essay questions that indicate application of the knowledge gained from the course.

GRADING

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

Project (Board Policies)		5 pts
Discussion Forums	6 @ 4 pts each:	24 pts
Reflections	5 @ 2 pts each:	10 pts
Global Discussion		5 pts
Project (Philosophies)		14 pts
Position Statement		5 pts
Curriculum Map		5 pts
Implementation Assignment		10 pts
Mid-term Exam		10 pts
Project (Instructional 0020Strategies)		10 pts
ePortfolio Global Awareness		5 pts
Final Exam		50 pts (includes 20 points for Critical Assignment)
Total Course Points Possible:		153 pts =100%

NOTE: All assignments above are to be placed in the appropriate course assignment Dropbox with the exception of the Discussion Forum activities. 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 Professor and the Students regarding the evaluative measures and the content included in EDAD 619. The instructor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

EDAD 619 RECOGNIZED AS A GLOBAL COURSE

Identified Activities

1. Incorporated within this online course is a **Global Threaded Discussion** activity. Students are expected to: Informally talk to two (2) recent immigrant parents from separate families. Immigrant parents should be asked "What is it about American education (way of doing things) that you find confusing or are in disagreement with

and why? Findings are to be posted in a pithy manner for all classmates to read and comment.

2. The course's **Final Examination** has an identified *Global Awareness question* that requires the student to: Identify four (4) important and specific culturally derived issues that immigrant parents may have difficulty in understanding about the American education system. The student will offer a detailed and specific "plan of action" to address each of these identified issues. The four issues chosen can be from the student's own research and/or the interview of classmates or his/her self. Sources are to be identified as per APA!
3. An **ePortfolio Global Awareness Artifact** is required and this end-of-course assignment must be completed and meet instructor expectations with regards to content, completeness and neatness. Please see ePortfolio template with instructions located within your EDAD 619 Course *Doc Sharing*.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The best way to communicate with me is through university email. Certainly, I welcome calls/texts, but emails will be needed to schedule these. My response time will be 24 hours or less.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

There is a **NO LATE POLICY** for this course. Zeroes will be assessed for work that is not submitted by the appropriate due date and time. Emergency situations must be discussed with the professor well in advance of submission due date.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA 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- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Posted within course.