



EDAD 641.01W: School District Instructional Leadership: Curriculum

COURSE SYLLABUS Fall 2021

Please Note: All assignments and due dates are subject to change at the discretion of the instructor. Students will be advised of changes via university email and announcement postings in myLeo Online.

Instructor Information

Instructor: Teresa Farler, Ed.D.

Office Location: Frank Young Education North, Room 112

Office Hours: Virtual upon request

Cell (214) 405-1592

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The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE INFORMATION Materials – Textbooks, Readings, Supplementary Readings Required Textbooks:

EDAD 641 Fall 2021 – The syllabus/course schedule are subject to change.

Developing the curriculum (9th edition) by Oliva and Gordon (2018) Allyn and Bacon
ISBN: 978-0134800387

Understanding by design by Grant Wiggins and Jay McTighe (2005) ASCD
ISBN: 978-1416600350

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, D.C.: American Psychological Association

Other Readings: Selected readings to be assigned

Course Description

EDAD 641 School District Instructional Leadership: Curriculum

This 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 curriculum as a school district instructional leader.

Student Learning Outcomes

1. The learner will demonstrate an 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 analyze local policies that promote effective teaching and learning processes within the district and develop a sample local policy for implementing the district curriculum.
4. The learner will demonstrate the competencies necessary to provide an effective instructional program.
5. The learner will be able to evaluate program effectiveness through federal, state, and local assessments and program evaluation tools.
6. The learner will demonstrate skill in providing a comprehensive professional development plan for staff.

7. 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 design and management of the curriculum to meet the needs of all students. With this in mind, the major assessment for this course will be authentic and project-based. One of the student's tasks will be to create a comprehensive district plan for managing, assessing, and revising the district's curriculum. Other authentic tasks will include developing a professional learning framework, creating teacher assessment/appraisal tools aligned to instruction, designing/leading instructional learning sessions, and other curriculum related tasks. Students will complete an original task with each of the course modules. Additionally, discussions and responses will be required during the course related to the project.

Course Requirements Instructional / Methods / Activities / Assessments

This web-based course relies heavily on written responses, interaction, and discussion and is problem-based and inquiry oriented in nature. Learning 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 time is set aside 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, group and individual projects, and direct teaching.

Assignments

Each weekly/two week/unit lesson will include readings and activity segments. Assignments related to these activities will reflect student understanding of the topic. These assignments will be due as scheduled and submitted through the D2L course drop box or as directed.

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 D2L, 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. Students should participate in endeavors with the goal of contributing meaningfully and demonstrate higher order thinking skills. To earn participation points, a student must discuss and apply knowledge with respect to the assignments. Threaded discussion posts must include documentation with references to readings. The instructor will designate deadlines for the initial post and the response posts.

Students should read, analyze, and respond to questions and comments from the instructor and other members of the class and are required to actively participate both in classroom discussions and online. Students are expected to do more than complete assignments. They must also regularly read the responses of others. Students are expected to be active participants in the learning experience, and this can be done through the following:

- bringing real world experiences to discussions or summaries;
- building on other's comments through presenting alternate solutions;
- pointing out problems;
- adding another dimension to the discussion;
- and grounding statements with references to weekly readings.

Responses should be substantial. 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 Rubric.

Assessments

Students will complete tasks for the comprehensive district plan for managing, assessing, and revising the district's curriculum. In addition, other authentic tasks such as developing a professional learning framework, creating teacher assessment/appraisal tools aligned to instruction, designing/leading instructional learning sessions, and other curriculum related tasks will be used as assessments. If the student is in a District that already has a District Curriculum Management Plan, the student will be assigned a different type of assignment related to the assessment, design, and update of the current plan. These authentic assessments should provide the student with a useable District Curriculum Management Plan or an updated District Curriculum Management Plan as well as other curriculum related tools.

The District Curriculum Management Plan and curriculum tools will be created by through the activities in each module. Each section of the District Curriculum Management Plan or curriculum task must include a narrative description accompanied by the forms that will be needed in support of the plan or tool. In addition, the chapters/sections in the District Curriculum Management Plan must include an introduction to the topic, clear explanation (body), and a conclusion that clearly sums up the chapter/section.

A mid-term exam/quiz will also be used to assess the students' knowledge of the curriculum and instruction process and the assigned readings.

The Module/Chapter Assignments will include but are not limited to the following:

Module 1: Personal Philosophy of Curriculum and Instruction

Module 2: District Curriculum – Written, Taught, and Tested Curriculum and Local District Policies for Implementation of Curriculum

Module 3: Campus and Classroom Curriculum

Module 4: Assessing Quality Instruction

Module 5: Professional Learning and Teacher/Staff Development

Module 6: Assessment and Revision of the District Curriculum

Module 7:

- The Impact of Technology in Curriculum Design and Using a District Needs Assessment to Drive Curriculum Design/Revision
- Trends and challenges in designing and implementing district at the local, state, national, and international levels

Module 8: Reflection – The Process of Curriculum Design, Implementation, and Revision

NOTE: **No late work will be accepted in the course**. The course work and assignments build upon each other during the course. Therefore, all assignments must be completed and be posted to the correct assignment dropbox per the due date.

Student Learning Outcomes: 1-6

Mid-term exam/quiz and final exam/quiz

Student Learning Outcomes: 1-6

Assessment Method:

The examination will be comprised of essay questions or a reflection paper that indicate application of the knowledge gained from the course.

ONLINE CLASS ENVIRONMENT

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Grading

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

Assessments	Points	Total Points	Percentage of Final Grade
Assignments (11)	20 pts each	220	56%
Discussions (8)	7 pts each	56	14%
Major Project	60 pts	60	15%
Exam s (2)	30 points each	60	15%
Total		396	100%

Final Grade will be calculated as follows:

90-100	A	Excellent
80-89	B	Good
70-79	C	Poor
69 - 70	D	Unacceptable
Below 60	F	Unacceptable

Please Note: This course requires students to develop/create curriculum related tools/documents in support of their District Curriculum Management Plan (DCMP) and curriculum tools. Therefore, the cutting and pasting or including "screen shots" of already existing documents will not reach the level of work/creativity expected of a doctoral student and will not be accepted nor given credit.

The student must complete a quality Curriculum Management Plan (Assignment in Module 7) in order to successfully complete the course.

While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to the student and guide the instructor in assessing the student's work. The final grade awarded for the course, however, will be at the sole discretion of the instructor

FURTHER NOTE: This syllabus represents a relationship between both the student and instructor 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

Minimal Technical Skills Needed

Students are expected to navigate through D2L learning management system, use Microsoft Word and PowerPoint, and utilize computer software skills for use in presentation, graphics programs, and communication.

Browser support

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D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are as follows:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have the following:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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

Brightspace Support

Need Help?

Student 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 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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Interaction with Instructor Statement

The instructor responds to student questions within two business days. Email is the preferred method of communication. The instructor has provided a cell phone number for students to call for more detailed or urgent communication

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Assignments/Journals:

Completion of assignments:

Each student is expected to work individually at the direction of the instructor to complete the assignments and journals in the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to the professor. Work submitted to the wrong Dropbox will not be accepted. Please be mindful of your submission deadlines.

If group work is assigned, all students are expected to contribute equally to the assignment.

Late Work Policy:

No late work will be accepted.

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. Any changes made to the syllabus will be announced in advance.

Learner Support:

Go to the following link One Stop Shop created to serve you by attempting to provide as many resources as possible in one location. Go to the following link Academic Success Center. The Academic Success Center is focused on providing academic resources to help you achieve academic success.

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). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

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.

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.

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 <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 dial 9-1-1.

EDAD 641 (01W) School District Instructional Leadership: Curriculum Fall 2021

Schedule	EDAD 641 August 30 – December 10 Reading/Assignments	Due Dates
Module 1 August 29 – September 12	Student Lounge Introduction	11: 59 p.m. – September 12, 2021
	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 1 and 2</i> Other readings as assigned 	11:59 p.m. - September 12, 2021
	Discussion Thread Participation	11:59 p.m. - September 12, 2021
	Assignment - Biography	11:59 p.m. – September 12, 2021
	Assignment – Thinking about Curriculum and Curriculum Design	11: 59 p.m. - September 12, 2021
Module 2 September 12 – September 26	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 9 and 10</i> Other readings as assigned 	11: 59 p.m. – September 26, 2021
	Discussion Thread Participation	11: 59 p.m. - September 26, 2021
	Assignment #1– Chapter 1 DCMP	11: 59 p.m. - September 26, 2021
	Assignment #2 – Interview – Campus Perspectives	11: 59 p.m. - September 26, 2021
Module 3 September 26 – October 10	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 3 and 4</i> <i>Wiggins and McTighe – Chapters 1 and 2</i> Other readings as assigned 	11: 59 p.m. – October 10, 2021

	Discussion Thread Participation	11: 59 p.m. - October 10, 2021
	Assignment – Chapter 2 DCMP	11: 59 p.m. - February 21, 2021
Schedule	Reading/Assignments	Due Dates
Module 4 October 10 – October 24	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 7 and 8</i> <i>Wiggins and McTighe – Chapters 7, 8, and 9</i> Other readings as assigned 	11: 59 p.m. – October 24, 2021
	Discussion Thread Participation	11: 59 p.m. – October, 2021
	Assignment – Chapter 3 DCMP	11: 59 p.m. – October 24, 2021
Module 5 October 24 – November 7	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 11 and 12</i> <i>Wiggins and McTighe – Chapter 10</i> Other readings as assigned 	11: 59 p.m. – November 7, 2021
	Discussion Thread Participation	11: 59 p.m. - November 7, 2021
	Assignment – <ol style="list-style-type: none"> Professional Development Project Classroom Observation Tool/Instrument Project Complete Mid-Term Exam/Quiz 	11: 59 p.m. - November 7, 2021
	Assignment #2 – Reflection	11:59 p.m. – March 21, 2021
Module 6 November 7 – November 21	Read and complete all Assignments in Module: <ul style="list-style-type: none"> <i>Gordon, Taylor, and Oliva – Chapters 12 and 13</i> <i>Wiggins and McTighe – Chapter 11</i> Other readings as assigned 	11: 59 p.m. – November 21, 2021
	Discussion Thread Participation	11: 59 p.m. - November 21, 2021
	Assignment – Chapter 4 DCMP	11: 59 p.m. - November 21, 2021
Schedule	Reading/Assignments	Due Date

Module 7 November 21 – December 1 (NOTE - Short timeline)	Read and complete all Assignments in Module: <ul style="list-style-type: none">• <i>Gordon, Taylor, and Oliva – Chapter 13</i>• <i>Wiggins and McTighe – Chapter 13</i>• Other readings as assigned	11: 59 p.m. – Wednesday , December 1, 2021
	Discussion Thread Participation	11: 59 p.m. – Wednesday , December 1, , 2021
	Assignment – Chapter 5 DCMP	11:59 p.m. – Wednesday , December 1, 2021
	<u>Final DCMP Due (formal document)</u> <u>including Introduction section for Final Plan</u>	11:59 p.m. – Wednesday , December 1, , 2021
Module 8 December 1 – December 10 (NOTE - Short timeline)	Discussion Thread Participation	Due Friday , December 10, 2021, at 11:59 p.m.
	Final Exam	