



**EDAD 507**  
**Using Data and Evaluation to Improve Learning**  
**Summer 1 2022**  
**Course Syllabus**

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Melissa Arrambide  
**Office Hours:** Tuesdays & Thursdays  
9:00am. – 4:00 p.m.  
As Needed – Upon Request  
**Cell Phone:** 214-405-5619  
**University Email Address:** Melissa.Arrambide@TAMUC.edu

**COURSE INFORMATION**

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

Bernhardt, V. L. (2018). *Data analysis for continuous school improvement (4th Ed)*. NY, NY: Routledge.

American Psychological Association. (2020). *Publication manual of the american psychological association (7th ed.)*. Washington, D.C.: American Psychological Association. ISBN-13: 978-1433832161. ISBN-10: 143383216X

Most recent TAPR reports for your district AND 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

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decisions in planning for instructional and organizational improvement. This course is a requirement for the principal certificate and master's degree programs.

## Standards Addressed

### EDAD 507

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

#### **DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)**

##### **Competency 009**

The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

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## **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. More specifically, 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**

## **Course Requirements**

### **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 D2L. 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. Learning Activities will include the following:

### **Assignments:**

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.

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### **Discussion Boards:**

Each class will be made up of several learning activities that may include discussion boards, reflection activities and journal entries. In order for this class to be beneficial, each

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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 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. Participate in each module 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.

You should read, analyze, and respond to the issues of the week/questions and comments from me and the other members of the class. In short, you are required to actively participate in our classroom discussions online. You must do more than complete assignments; you must demonstrate your regular reading of others' responses. In other words, I am looking for evidence that you are an active participant 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. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one or two sentences).

The discussion forums are related to the readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality and timeliness of your contributions. ***There is no late work accepted for discussion boards. You are required to post your initial response and a response to another student's post for EACH prompt within each module. (Thus, totaling a minimum of 2 responses per prompt.)***

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### **Project (Final Submission):**

This course will include a project to demonstrate mastery and application of learning. The project is designed to be a real world experience to assist you as a school leader/practitioner by using data to create an improvement plan. Projects vary in nature and are individualized to the student's current professional situation. Each project will have its own set of parameters for completion. Some of your Module assignments will assist you in developing this final course project. Detailed instructions are provided within the course.

Learning Outcomes- Numbers 3, 4, 5 and 8

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**Total Course Points Possible = 100 Points**  
**(Please see Course Calendar for detailed breakdown of points)**

### **FINAL GRADE:**

- A = 90 or more Points
- B = 80-89 Points
- C = 70-79 Points
- D = 60-69 Points
- F = 59 or less Points

## **Technology Requirements**

### **Browser support**

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.

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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	The current major version of iOS (the latest minor or <b>point</b>

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Device	Operating System	Browser	Supported Browser Version(s)
			release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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.  Chrome: Latest version for the iOS browser.
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:
  - 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 a:
  - 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.

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- 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](https://get.adobe.com/flashplayer/) (version 17 or later) <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](mailto: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.

Additionally, while I am happy to provide any reasonable amount of support with the course content to ensure your success, I am not able to provide technical support. Please seek tech support from appropriate outside resources.

## **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.

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## 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

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

## Communication with Instructor

E-mail is the best method to contact me during the week. TAMU-commerce D2L provides an efficient system of email for communication for class work and individual communication. I will check my e-mail each weekday. I am also available via cell phone if needed. 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 and University Policy and 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 D2L. Reading responses should be submitted in the eCollege drop box and saved as a .doc file unless specified otherwise.

### Late Work

Late work will not be accepted.

### Incompletes

An incomplete will not be available for this course.

### Graduate Online Course Attendance Policy

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A major component of this course is online interaction with peers and the instructor. Each class member is expected to participate fully in discussions, projects, journaling etc. each week of the course. Learning will be segmented into weeks or modules. It is important to stay on schedule with the course calendar.

## **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)*

### **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.

### **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.

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

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

## **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>

## **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 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.

## **TAMUC Pandemic Response**

“A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students’ Rights and Responsibilities as a violation of the student Code of Conduct. “

“Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.”

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## **Counseling**

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](http://www.tamuc.edu/counsel)

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**Course Calendar**  
**EDAD 507**  
**Summer I, 2022**  
**June 6 – July 7, 2022**  
(Dates subject to change at instructor discretion)

Modules	Assignments	Due Dates	Points
<b>Module 1</b> <b>June 6 – June 12</b> “The Big Picture”	Module 1 CIP Assignment	June 12 @ midnight	4
	Read Course Project Outline		0
Optional Zoom Session <a href="https://tamuc.zoom.us/j/99437433067?pwd=Tjh1b1dPQkQxTnpRTTBTSJydFQvdz09">https://tamuc.zoom.us/j/99437433067?pwd=Tjh1b1dPQkQxTnpRTTBTSJydFQvdz09</a>		Thursday, June 9 <sup>th</sup> @ 4:00 p.m.	
<b>Module 2</b> <b>June 13 – June 19</b> “Data Analysis and Demo”	Submit Data Chart	June 19 @ midnight	4
<b>Module 3 &amp; 4</b> <b>June 20 – June 26</b> “Perceptions / Student Learn” “School Processes / Analysis”	Submit Part 1 of your Pillar Project	June 26 @ midnight	7
	Submit 2-3-page summary of Intersection Analysis		10
	Module 4 Discussion		5
Optional Zoom Session <a href="https://tamuc.zoom.us/j/99437433067?pwd=Tjh1b1dPQkQxTnpRTTBTSJydFQvdz09">https://tamuc.zoom.us/j/99437433067?pwd=Tjh1b1dPQkQxTnpRTTBTSJydFQvdz09</a>		Thursday, June 23 <sup>rd</sup> @ 4:00 p.m	
<b>Module 5 &amp; Module 6</b> <b>June 27 – July 3</b> “PBMAS”/ “Communication”	RDA Feedback	July 3 @ midnight	5
Optional Zoom Session <a href="https://tamuc.zoom.us/j/99437433067?pwd=Tjh1b1dPQkQxTnpRTTBTSJydFQvdz09">https://tamuc.zoom.us/j/99437433067?pwd=Tjh1b1dPQkQxTnpRTTBTSJydFQvdz09</a>		Tuesday, June 28 <sup>th</sup> @ 4:00 p.m.	
<b>Module 7 &amp; Module 8</b> <b>July 4 - 7</b> “Data Warehouses” “Final Submission of Course Project”	PowerPoint Presentation	July 7 @ midnight	20
	Submit Final Pillar Project		35
<b>Overall Course Participation</b>			10
<b>Total Points</b>			100

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