



EDAD 641 (01W)
School District Instructional Leadership: Curriculum
COURSE SYLLABUS: Summer 2023

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, and Supplementary Readings

Gordon, W.R., Taylor, R. T., and Oliva, P. F. (2019). *Developing the curriculum* (9th edition). Pearson. ISBN: 978-0134800387

Wiggins, G. and McTighe, J. (2005). *Understanding by design* (2nd edition). 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 understanding the design, implementation, and the evaluation of a guaranteed and viable district curriculum. Students will apply curriculum design models as they

implement a district program. In addition, students will gain experience using key curriculum and instruction resources. Students will develop a district curriculum management plan as well as an annotated bibliography of key curriculum design resources. Through the application of curriculum concepts and dimensions, students will develop the competencies as a school district instructional leader. This course includes both theoretical perspectives as well as the practitioner's perspective of the district curriculum processes.

Student Learning Outcomes:

The student will be able to demonstrate the following:

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 the effectiveness of the district curriculum using multiple data points including federal, state, and local assessments data 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 course 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, one of the major assessments 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. A second major task will be to create an annotated bibliography with resources specific to designing, implementing, and evaluating/revising the district curriculum. Students will complete original tasks within each of the course modules. Additionally, discussions and responses will be required during the course related to the assignments and course assessments.

Course Requirements

Minimum 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.

Instructional Methods

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 group projects 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.

Zoom meetings will be provided during the course. Zoom meetings are optional but will provide clarity to the information as well as provide students with an opportunity to ask questions and/or clarify assignments. Additionally, most modules will include a short video that introduces the concepts, resources, and tools for the instructional component of the lesson.

Assignments

Each two-week module 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 via the course calendar.

Student Learning Outcomes: 1-7

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 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:

- Including real world experiences to discussions or summaries;
- Building on other's comments through presenting alternate solutions;
- Pointing out problems and providing possible solutions;
- 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 1-7

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.

In addition, the student will create an annotated bibliography with resources specific to designing, implementing, and evaluating/revising the district curriculum. This annotated bibliography will follow APA 7 formatting and be comprised of quality sources.

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. The annotated bibliography will be submitted in this module.

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: 1-7

Mid-term exam/quiz and final exam/quiz

Student Learning Outcomes: 1-7

Assessment Method:

The examination will be comprised of essay questions or a reflection paper that indicate application of the knowledge gained from the course. Additionally, this course requires focused learners who can demonstrate learning, respond to presentations, and think critically in terms of new concepts.

Student Responsibilities

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.

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.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style

All papers must be written in accordance with the rules and guidelines of the 7th edition of the *Publication Manual of the American Psychological Association* (2020). All citations and references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12 c. p. i. (characters per inch), double-spacing, and one-inch margins.

Grading

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 319-355 Points

B = 284-318 Points

C = 248-283 Points

D = 210-247 Points

F = 209 & > Points

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

Assessments	Points	Total Points	Percentage of Final Grade
Assignments (10)	20 pts each	200	56%
Discussions 58)	7 pts each	35	10%
Major Project	60 pts	60	17%
Final Exam	60 pts	60	17%
Total		355	100%

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. In addition, the annotated bibliography must include doctoral level examination of the resource and scholarly resources.

The student must complete a quality Curriculum Management Plan (Assignment in Module 7) 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

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

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will respond to your emails at Teresa.Farler@tamuc.edu within a 24 hour time frame. On weekends, it may take up to 48 hours. Grades will be provided for assignments within 10 days of the original submission date.

You may also reach me via my cell phone (214.405.1592). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message, and I will return your call in order to help you.

I encourage you to use either Leomail or my cell phone if you need assistance.

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Velma K. Waters Library Rm 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.

A&M-Commerce Supports Students' Mental Health

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

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.

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

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

**Course Outline/Calendar - EDAD 641
Summer 2023 - June 5 – August 10, 2023**

EDAD 641 (01W) School District Instructional Leadership: Curriculum Summer 2023		
Schedule	EDAD 641 June 5 – August 10 Reading/Assignments	Due Dates
Module 1 June 5 - 11	Student Lounge Introduction	11: 59 p.m. – June 11, 2023
	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 	
	Discussion Thread Participation	11: 59 p.m. – June 11, 2023
	Assignment #1 - Biography	11: 59 p.m. – June 11, 2023
	Assignment #2 - Module 1: Thinking about Curriculum and Curriculum Design	11: 59 p.m. – June 11, 2023
Schedule	Reading/Assignments	Due Date
Module 2 June 12 – 25	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 	
	Discussion Thread Participation	11: 59 p.m. – June 25, 2023
	Assignment #1 - Module 2 – Section 1 DCMP	11: 59 p.m. – June 25, 2023
Schedule	Reading/Assignments	Due Date
Module 3 June 26 – July 2	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 	
	Discussion Thread Participation	11: 59 p.m. – July 1, 2023
	Module 3: Assignment # 1 – Section 2 DCMP	11: 59 p.m. – July 1, 2023
	Module 3: Assignment #2 – Interview – Campus Perspectives	11: 59 p.m. – July 1, 2023

Schedule	Reading/Assignments	Due Date
Module 4 July 3 - 16	Read and complete all Assignments in Module: <ul style="list-style-type: none"> • <i>Gordon, Taylor, and Oliva – Chapters 5, 7 and 8</i> • Other readings as assigned 	
	Discussion Thread Participation	11: 59 p.m. – July 16, 2023
	Assignment #1 – Planning and Implementing New Curriculum	11: 59 p.m. – July 16, 2023
	Assignment #2 - Creating an Annotated Bibliography	11: 59 p.m. – July 16, 2023
Schedule	Reading/Assignments	Due Date
Module 5 July 17 - 23	Read and complete all Assignments in Module: <ul style="list-style-type: none"> • <i>Gordon, Taylor, and Oliva – Chapter 11</i> • <i>Wiggins and McTighe – Chapter 10</i> • Other readings as assigned 	
	Assignment 1 - Professional Development Plan	11: 59 p.m. July 23, 2023
	Complete Mid-Term Exam/Quiz (NOTE: This is a reflective essay)	11: 59 p.m. - July 23, 2023
Schedule	Reading/Assignments	Due Date
Module 6 July 24 – 30	Read and complete all Assignments in Module: <ul style="list-style-type: none"> • <i>Gordon, Taylor, and Oliva – Chapter 12</i> • Other readings as assigned 	
	Discussion Thread Participation	11: 59 p.m. - July 30, 2023
	1) Assignment 1 - Evaluating and Revising Curriculum	11: 59 p.m. – July 30, 2023
Schedule	Reading/Assignments	Due Date
Module 7 July 31 – Aug 6	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 	
	Assignment # 1- The Impact of Technology	11:59 p.m. – Aug 6, 2023
	Assignment #2- District Curriculum Management Plan - Final Project	11:59 p.m. – Aug 6, 2023
Schedule	Reading/Assignments	Due Date

Module 8 Aug 7 - 10 Note Short Timeline!!!!	Discussion Thread Participation	11:59 p.m. - Thursday, Aug 10, 2023
	Annotated Bibliography	11:59 p.m. - Thursday, Aug 10, 2023
	Final Exam	11:59 p.m. - Thursday, Aug 10, 2023