EDAD 507.01W:Using Data and Evaluation to Improve Learning
Spring 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Laura Garza
Office Location: Ed. Young North
Office Hours Online-In Accordance to Student Needs Cell
Phone: 214-535-7223
University Email Address: Laura.Garza@tamuc.edu
Preferred Form of Communication: Email Communication
Response Time: 24 hours

COURSE INFORMATION

Textbook(s) and Material(s) Required:

Bernhardt, V. L. (2018). Data analysis for continuous school improvement (4th Ed).
Routledge. https://www.routledge.com/Data-Analysis-for-Continuous-School
Improvement/Bernhardt/p/book/9781138294622

Download the TEA Texas Academic Performance Report (TAPR):
https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/te
xas-academic-performance-reports

Use the link above to download ONE report for your district and ONE report for your campus.

Optional Texts and/or Materials:

American Psychological Association. (2020). Publication manual of the American Psychological
Association (7th ed). American Psychological Association.

Other suggested readings and available websites will be provided during the course.

Course Description

This course provides school leaders with the skill and knowledge to analyze state, district, and
local data for use in planning systemic improvement of instructional delivery, program
effectiveness, and

administrative processes. Acquisition, analysis, and interpretation of data are applied in educational settings to facilitate research-based decisions in planning for instructional and organizational improvement. This course is a requirement for the principal certificate and master's degree programs.

Student Learning Outcomes

1. The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
2. 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.

Texas Principal Standards Addressed

DOMAIN II — LEADING LEARNING (Instructional Leadership)
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.

COURSE REQUIREMENTS

Instructional Methods
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 TAMUC D2L. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved The *syllabus/schedule are subject to change.*
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. The learning activities will include the following:

Assignments

Reading assignments enable the student to be prepared for discussion boards and assignments. The student will respond to readings through comment and written responses (assignments). Responses may be in the form of reading analysis, article reviews, or segments of the semester project as directed each week.

Discussion Boards

Each class will be made up of several learning activities that may include discussion boards, reflection activities and journal entries. Each student is expected to participate in discussions, to ask relevant questions, and to share the results of their study and reflection. Each student should be aware 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. Students cannot receive participation points if they are not contributing to the class discussion. To earn participation points, students must discuss and apply knowledge of the readings.
- Read, analyze, and respond to the issues of the week/questions and comments from me and the other members of the class. These tasks 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, students are expected to engage in an ongoing discussion/debate with your learning community peers. Contributions to the discussion forums will be graded for quality and timeliness of the submitted 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. (Totaling a minimum of 2 responses per prompt.)***

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 students 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 the D2L module assignments will assist in developing this final course project. Detailed instructions are provided within the course.

Student Responsibilities or Tips for Success in the Course

• Attend the office hours with professor to obtain feedback on work in progress. • Review assignment rubrics to obtain clarification on assignment expectations.

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

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source =universalmenu

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

The *syllabus/schedule are subject to change.*

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

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 PROCEDURES/POLICIES

Course Specific Procedures/Policies

Graduate Attendance Policy (face to face/online)

A major component of this course is 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.

Examination Policy

Exams are to access 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 D2L assignmet drop box and saved as a .doc file unless specified otherwise.

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.

The *syllabus/schedule are subject to change.*

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

AI use policy [Draft 2, May 25 2023]
Texas A&M University Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text

beyond individual words, as determined by the instruc tor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (Individual instructors may disallow entirely the use of such software for individual assign ments or for the entire course. Students should be aware of such requirements and follow their instructors guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

The *syllabus/schedule are subject to change.*
13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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/34SafetyOf

E mployeesAndStudents/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.

Texas 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

The *syllabus/schedule are subject to change.*
COURSE OUTLINE / CALENDAR

*Please refer to course shell in D2L for course outline and specific due dates.