



East Texas A & M University

EDAD 507

Course Syllabus Using Data and Evaluation to Improve Learning Fall 2026

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Communication Response Time: 24-48 hours

COURSE INFORMATION

Textbook(s) and Material(s) Required:

- Bernhardt, V. L. (2025). Data analysis for continuous school improvement (5th Ed). Routledge.
<https://www.routledge.com/Data-Analysis-for-Continuous-School-Improvement/Bernhardt/p/book/9781032888095>
- Download the TEA Texas Academic Performance Report (TAPR): <https://tea.texas.gov/school-and-district-leaders/accountability/academic-accountability/performance-reporting/texas-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.

Course Description

This 3-credit hour course is designed for emerging site administrators, curriculum leaders, and central office supervisors, focusing on the critical role of data in enhancing decision-making for comprehensive school reform and improvement. Participants will acquire the skills and knowledge necessary to analyze 2 state, district, and local data, enabling them to make informed, research-based decisions that support student achievement and staff development. The course emphasizes the acquisition, analysis, and interpretation of data to improve instructional delivery, program effectiveness, and administrative processes. It is a required course for the principal certificate and master's degree programs.

Student Learning Outcomes

Here are six organized critical learning outcomes for the course:

1. Monitoring and Assessing Instruction: Students will demonstrate the ability to monitor and assess classroom instruction effectively, promoting teacher effectiveness and enhancing student achievement. (DOMAIN II — LEADING LEARNING, Competency 004)
2. Data-Driven Culture: Students will articulate strategies for creating and sustaining a data-driven culture within a school, emphasizing the importance of data in decision-making processes. (DOMAIN II — LEADING LEARNING, Competency 004)
3. Comprehensive Data Use: Students will analyze and synthesize multiple data sources—academic, demographic, perceptual, and process data—to identify trends and areas for improvement, producing a comprehensive report that informs school improvement initiatives. (DOMAIN II — LEADING LEARNING, Competency 004)
4. Collaboration and Professional Development: Students will facilitate collaborative data analysis sessions with staff, identifying professional development needs and recommending targeted strategies to enhance teacher effectiveness and positive student outcomes. (DOMAIN V — STRATEGIC OPERATIONS, Competency 009)
5. Setting and Monitoring Goals: Students will formulate specific, measurable goals based on data analysis and develop a systematic plan for monitoring progress toward these goals, ensuring alignment with the school's vision and mission. (DOMAIN V — STRATEGIC OPERATIONS, Competency 009)
6. Actionable Insights: Students will interpret data findings to generate actionable insights, creating an improvement plan that addresses identified needs in instructional practices and organizational processes. (DOMAIN V — STRATEGIC OPERATIONS, Competency 009)

At the end of this 6-week course, you, the student, will be a data-informed leader equipped to drive meaningful school improvement initiatives. You will be prepared to monitor and assess classroom instruction effectively, create a sustainable data-driven culture, and synthesize diverse data sources to identify trends and areas for growth. Additionally, you will facilitate collaborative data analysis sessions, set and monitor specific, measurable goals aligned with your school's vision and generate actionable insights that lead to enhanced instructional practices and organizational processes. This comprehensive skill set will empower you to make informed, research-based decisions that support both student achievement and staff development.

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 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. 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 comments 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 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. (Thus, 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

All course sections offered by East Texas A&M University 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@etamu.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 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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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](#).

The syllabus/schedule are subject to change.

<http://www.etamu.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>

Attendance

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

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

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

Academic Integrity

Students at East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

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

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

AI use policy

East Texas A&M University 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 instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments 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.

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

East Texas A&M University Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

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

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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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.etamu.edu/counsel