



**Instructor: Jeanne Qvarnstrom, Ed.D.**

**Office Hours: Monday 8:00 a.m. - noon**  
**Tuesday 8:00 a.m. - noon**

**And by appointment**

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**Location:** MAB, 309H

**Course Description:** The course provides a real world experience regarding design and implementation of curricula in public schools. Students will master data analysis, assessment models, and the continuous learning cycle as applied to new curricula. You must have ready access to the Internet for this course.

**Course Objectives:** Through the activities of this course, students will gain an overview of design and implementation of curricula in the public school system. Students will demonstrate a working understanding of the following topics as they relate to curriculum development in education and will demonstrate that they can apply their knowledge to real world settings.

- The steps necessary in the cycle of curricula development
- The Texas assessment model and data analysis

**TEXES Competencies:** This course provides the student with a basic understanding of basic design and implementation of curricula and all Principal competencies covered in Domain 2, 44% of the TEXES principal exam.

**Required Text:** The student will need Microsoft Word and the following texts and materials:

English, F.W. (2010). *Deciding what to teach & test: Developing, aligning, and leading the curriculum.* (3<sup>rd</sup> ed.) Thousand Oaks, CA: Corwin.

**Recommended Material:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association.* (X Ed.) Washington, DC: American Psychological Association.

**Internet Web Resources:** The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications as reference material on papers submitted in this class.

Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

**Format Requirements for Submittals:** All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA.

A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that provides: student name, date, assignment name and number. Also, put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

All submittals must comply with the sixth edition of the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently valid references. Electronic references are discouraged; utilize electronic sources that provide valid reference information and use that information for your reference.

You must submit your work through Blackboard, and it must be in MS Word (.doc file) 2003 or older or in Rich Text format (.rtf) file. Proprietary files systems used by other word processing software will not work. If you are using something other than MS Word you must save your file in rtf format. When creating a document file name, do not use any symbols or spaces in the name. Use the "\_" if you wish to leave a blank between words so that there are no empty spaces in the file name. If you do not follow these directions, I may not be able to open your document and links to your documents while creating an electronic portfolio in PowerPoint will not open.

### **Academic Integrity:**

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole or another course and/or professor
- Turning in another's work as one's own
- Copying from professional works or Internet sites without citation

Any of the above offenses will result in a zero for the assignment with not option to redo for credit.

**Assignments:** Your course grade is calculated by summing scores in six (6) Discussion Boards six (6) assignments, two (2) quizzes, and a final Comprehensive Assessment on Domain II. Assignments do not all have the same points. It is recommended that you review all assignments before beginning as some require interviews that you should arrange at once. The specific instructions for each assignment are found in the Assignment sections of the Blackboard course.

**Discussion Boards** Write a response to the questions posted. (10 points per question—60 total points)

**Assn 1-Accountability** (100 points)

As you are probably aware, the state rolled out a new accountability system and assessment system called STAAR and new End of Course testing. In this assignment, you will read Chapters 1 & 4 of your textbook; then, review all of the material on the new assessment system, STAAR and EOC testing on the TEA website; then take the quiz on the material.

Your assignment is to create a Power Point to explain the House Bill 5 to an audience of parents.

Your presentation will include:

- 1) Purposes for the legislation
- 2) Foundation School Program
- 3) Endorsement paths
- 4) Impact on State assessments
- 5) Impact on accountability
- 6) HB 5 planning strategies for schools (talk with your school district for ideas)
- 7) List of references used.

**Power Point is due June 13th at midnight. (100 points)**

**Quiz 1 on STAAR, EOC, House Bill 5, and chapters from the textbook is due June 13th (20 points).**

**Assignments for each week are always due by the Saturday of that assigned week.**

**Assn #2-Analyze Texas Academic Performance Reports (TAPR) formerly Academic Excellence Indicators Reports (AEIS) data** (100 points)

AEIS reports, introduced in the 1990-1991 school year, were replaced in 2012-2013 with the TAPR reports. Much of the data remain the same. However, the financial data report, formerly included in the AEIS report, is now a separate link (PEIMS Financial Standard Reports). TAPR/AEIS data analysis is heavily tested on the TExES exam.

Several assignments will address the uses of TAPR data.

**First**, for assignment #2, you will be required to analyze data and pick priorities

**Later** in assignment #3, you will use your report for assignment #2 to create a professional development plan to address the identified areas of concern.

**Finally**, in assignment #6, you will create a Campus Improvement Plan that combines assignments #2 and #3 and creates school-wide goals for improvement.

Part 1: I have attached some materials to help you understand how to read TAPR/AEIS data.

Review those materials and take Quiz 2 on reading TAPR/AEIS data.

Part 2: Read the 2012-2013 Texas Academic Performance Report for Abilene High School report (attached in course documents on blackboard) and analyze the data. Then, write a 2-page report highlighting three areas of concern **(100 points)**. Using the data as evidence, explain your rationale for your selected three areas of concern.

**Quiz 2 AEIS/TAPR Data (40 points)**

**This assignment and quiz are due on June 20th. This assignment (along with #3 and #6) is to be included in your Portfolio.**

**Note for TAPR reports: TEA posts all school reports for the public at <http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html>**

**WebEx scheduled for Saturday, June 27th at 10:00 a.m. (Alpine time)**

This WebEx is scheduled for all students who score below 80% on Quiz #2 over AEIS and TAPR data. The WebEx, however, is open to everyone in the course. An invitation (from Chet Sample) will be sent out on Thursday, June 25, 2015.

**Assn # 3 -Professional Development Action Plan** (100 points)

Using data on the campus used for assignment 2 (Abilene High School) and best practices, select an instructional methodology program to improve the three areas of concern identified in assignment #2.

Review your paper for assignment #2 and prepare an action plan to implement, monitor, and assess the success of your professional development that includes key issues, personnel, dates, and \$\$\$. Please note if grant monies are available for the training. Be sure to refer to the Continuous Improvement Loop and the cycle discussed in the textbook. **Include all the stages of the Continuous Improvement Loop in your plan (a copy is attached).**

**See the example of a professional development goal posted for Coleman High School under course documents**

**This assignment is due June 27, 2015.**

**Assn #4-Horizontal and Vertical Alignment** (75 points)

Administrators have struggled with implementing the state curriculum. When is each objective taught? How much time should be spent on specific objectives? Are there gaps that will result in poor student performance on the assessment? And, regarding horizontal alignment, administrators struggle with knowing whether all the 9th grade English teachers are covering the same objectives and whether the materials that each teacher has selected on their own are effective.

Enter C-Scope. C-Scope (now renamed Texas Resource System) is a program that provides materials for teachers by grade, to ensure that the objectives and curriculum designed for each grade group are covered effectively in that grade.

**Part 1:** Read Chapter 3 of the textbook. Then, read the attached materials about C-Scope and then **interview an administrator** in your district about the Texas Resource System or the steps being taken to ensure horizontal and vertical alignment in your district. If your district does not use the Texas Resource System, interview your Curriculum Assistant Superintendent or administrator in charge of adopting programs, and aligning curriculum.

**Part 2:** Write a 2-page paper outlining: 1) what the objective and goal is for horizontally and vertically aligning curriculum; 2) whether or not your school effectively aligns curriculum (refer to data); and 3) any instruction or materials your district is using in assisting with alignment, and 4) if there are no instructional materials for teachers to ensure alignment, outline the steps taken in your district to ensure horizontal and vertical alignment. **All papers must reference the textbook.**

NOTE: Attach your interview questions and answers (in transcript form); along with the contact information for the interviewee.

**This assignment is due on June 27, 2015.**

**Assn #5 Where Does Texas Curriculum Come From?** (75 points)

The State Board of Education (SBOE) have exclusive jurisdiction over adoption of Texas curriculum and instructional materials (including textbooks). Review the materials regarding the SBOE attached and on the SBOE website and then write a 2-page report that includes 1) an overview of the powers of SBOE, 2) a summary of their recent TEKS objective adoptions; 3) textbook adoptions, and 4) information about your SBOE representative and some of the actions both he/she and the Board have taken recently. Finally, outline the TEKS adoption process and explain how an educator can get appointed to assist in the review process.

There are links on Blackboard to the TEA Curriculum Division website and the SBOE website, so that you can research your SBOE representative and view the documents in their original formatting.

**This assignment is due Sunday, July 5<sup>th</sup> at midnight.**

**Assn #6-PowerPoint and CIP/Action Plan** (100 points—Power Point)

You are the curriculum specialist for your district. You have reviewed the campus TAPR report for Abilene High School.

Assignment: Prepare a Power Point presentation on identified three areas of concern (assignment #2) and create goals and objectives for each of those three areas (you have already done a goal for professional development in assignment #3). Use the Power Point to explain the actions you intend to take at each of the steps in the change cycle - your action plan with each step: 1) planning, 2) training, 3) implementation, 4) monitoring, 5) assessment. Your audience (theoretical) is your Site Based Decision-Making Committee. This committee has been charged with creating next year's Campus Improvement Plan. Include the Professional Development Plan (assignment #3), and TAPR areas of concern that you identified in previous assignments in this Action Plan. Once you have explained your Action Plan in the PowerPoint, present the committee also with the action plan in CIP format for easy integration into next year's CIP. I am attaching the TEA materials for schools required to prepare Campus Improvement Plans. Use the CIP form for your CIP. Your data analysis report does not need to be as detailed as the TEA Data Focus Report, but it is a good guideline.

**This assignment is due July 5<sup>th</sup> at midnight. This assignment (including #2 and #3) is to be placed in your Portfolio.**

**Assn #7 Comprehensive Assessment on Domain II- Instructional Leadership Final Exam** (70 points)

This test contains Domain II questions similar to what you will see on the TExES Examination and covers all of the topics covered in this course.

**This final will be posted July 6<sup>th</sup> and should be completed by July 7<sup>th</sup> at NOON.**

**Assn #8-Electronic Portfolio (for those in the Principal Preparation Program)**

In your ED5302 and ED5330 Course, you created a Portfolio. In every other course that you take in this Principal Preparation Program, you will add assignments from that course to your

Portfolio. At the end of the program, in your Internship course, you will submit a Final Portfolio that is a comprehensive summative evaluation of the work you have done in this Principal Program. You will add key assignments from each course in the program to your Portfolio as you go through the program. You also may add any other assignments for which you are particularly proud of your work. The mandatory assignments in this class, which you **must** place in your Portfolio and submit in this course, are as follows:

**a. TAPR analysis of date (Assn 2)**

**b. CIP plan (Assn 6)**

**Both of these assignments address Domain II (Instructional Leadership).**

Technical Instructions: You will link the assignments you are including to the PPT Portfolio, and submit in Assignments. The links will not work in Blackboard but you need to be sure they do work and that the assignment is in your Portfolio folder, because you will have to submit your entire Portfolio folder (with working links) in your Internship course at the end of this program.

Please note: It is assumed that the electronic portfolio submitted already contains the required PowerPoint with basic components that include: a Table of Contents, Leadership framework, long-term goals, and class assignments listed by Texas Principal Competency. The assignments listed in the PowerPoint must be linked to the actual assignment. All class assignments in the PowerPoint must be labeled by course number, course name, and descriptive phrase. The phrase may contain abbreviations. Electronic Portfolios that DO NOT contain these basic components will not be accepted and students will not receive credit for this course until the Electronic Portfolio is submitted with the correct components. A copy of the instructions for creating the Electronic Portfolio for ED5330 and a model PowerPoint are attached here for students to review to ensure that their Portfolio contains all basic requirements.

**Grading:**

Assignment	Points
Discussion Board (6 @ 10 points each)	60
Assignment #1	100
Assignment #2	100
Assignment #3	100
Assignment #4	75
Assignment #5	75
Assignment #6	100
Quiz #1	20
Quiz #2	40
Comprehensive Final (application type questions)	70
Total	710

**Grading:** Grades are based on a point system. There are 710 points available. Scores of:

639 - 710 equate to an A,  
568 - 638 equate to a B  
497 - 567 equate to a C  
426 - 565 equate to a D  
425 or less receive an F.

**Grading Policy:**

1. Any late assignment **will lose up to 20% of possible points.**
2. All papers should be typewritten according to the American Psychological Association (APA) manual. A poor quality paper may be returned to the student to be rewritten by a date established by the instructor.
3. Extra credit points are not available.
4. There are no I's (incompletes) for this class.
5. After midnight on the date for any assignment due, it is considered late and will result in a lowered grade for that assignment.
6. Students who fail to participate in Discussion Boards or complete any assignment will not pass this course – **THERE ARE NO OPTIONAL ASSIGNMENTS and no makeup assignments.**

**TENTATIVE SCHEDULE OF ACTIVITIES:**

WEEK	CHAPTER READINGS	ASSIGNMENTS
June 2	1,2	Discussion Board #1: Introduce yourself and briefly describe what you want to achieve in this class. (10 points)
June 7	3,4	Discussion Board #2: Review the video posted on AEIS and TAPR. Then write an explanation of AEIS/TAPR that you would place in a school newspaper for parents. (10 points) Assignment #1: Accountability due by June 13th (100 points) Quiz #1 on STAAR and EOC and textbook readings (20 points) completed by June 13th
June 14		Discussion Board #3: Review the Glossary for the TAPR (posted under course documents) and select 5 terms with definitions that you find most valuable for a school administrator to know in order to inform instruction. Quiz #2 (40 points) completed by June 20th Since the AEIS/TAPR data analysis is such an important skill, I have scheduled a WebEx for any student who does not score 80% or higher on quiz #2. The date is Saturday, June 27th at 10:00 a.m. (Alpine time). All students, regardless of their scores, may join the WebEx, too. I will send out an invitation to everyone on Thursday, June 25 <sup>th</sup> .
June 21		Discussion Board #4: Watch the CIP Interview with Panchi Scown. Summarize something that you learned or had reinforced about the CIP development process. Assignment #3 is due June 27 <sup>th</sup> Assignment #4 is due June 27th
June 28		Discussion Board #5: Select any one of the figures included in your textbook from any of the chapters (i.e. Figure 1.3 A Clarifying Model of Curricular Relationships and Terms page 37). Tell why you selected that particular figure and then write an explanation of the figure's significance that you could share with a school faculty. Be sure to include the figure number, title, and page number. Assignment #5 is due Sunday, July 5 <sup>th</sup> at midnight. Assignment #6 is due Sunday, July 5 <sup>th</sup> at midnight.
July 5		Discussion Board # 6: Reflect on this course and your level of preparation to succeed on the principal exam or other goals.
Comprehensive Exam Posted: July 6-7		Complete Final Comprehensive Assessment on Domain II on Blackboard by <b>July 7th at noon.</b>



## Program Standards

**ED 6315 will address the following principal certification standards set forth in TAC RULE §241.15:**

- (c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- (d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.
- (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- (g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

**Advice:** Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. Begin now and submit your assignments as soon as they are complete. Try to finish the course early.

**Attendance:** This is a Web Delivered class. However; the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence.

**Conduct:** Academic honesty is expected in all work. Violations will result in course failure. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without his/her permission; this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as : ) or ; ) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text.

The above "netiquette" guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom

<b>SRSU Disabilities Services:</b>
<p>The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.</p> <p>Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.</p>