

Syllabus | ED6312 Curriculum, Instruction & Assessment

Summer 2019

Dr. Juanita Guerra, Ed.D

Adjunct Professor

Educational Leadership Program

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*(I am always available via text message
If I am not able to answer your call*

Immediately.)

Email: Juanita.guerra@clint.net

Virtual Office Hours Via Blackboard Collaborate

Mon., Tues., Wed. 7:30-9:00 PM

(El Paso/Mountain Time)



Or by appointment

Jessie Cline

Adjunct Professor

Educational Leadership Program

Phone: 915-478-5385

Email: Jessie.cline@clint.net

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.

Student Learning Objectives: At the conclusion of this course, students will be able to do the following:

- Read state performance data
- Identify areas of need and student groups at risk
- Set campus goals and priorities based on identified areas of need
- Create a Campus Improvement Plan that targets identified areas of need and that incorporates the entire cycle of change: planning, training, implementation, monitoring, and assessment
- Design curricula, instruction, and assessment that are vertically and horizontally aligned to the Texas TEKS
- Design, create, and evaluate curricula that is properly horizontally and vertically aligned to the Texas TEKS

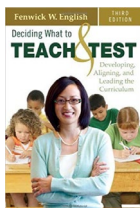
Goals: Through the activities of this course, students will gain an overview of design and implementation of curricula in the public school system. Students will demonstrate a working understanding of the following topics as they relate to curriculum development in education and will demonstrate that 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

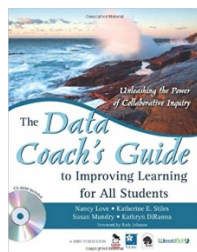
- Creation of a Campus Improvement Plan
- **TEExES Competencies:** This course provides the student with a basic understanding of basic design and implementation of curricula and all Principal competencies covered in Domain 2, 44% of the TEExES principal exam. **DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning**
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Required Texts: 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.* (3rd ed.) Thousand Oaks, CA: Corwin.

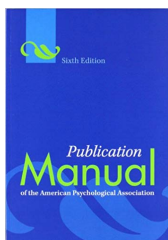


Love, N., Stiles, K.E., Mundry, S. & DiRanna K. (2008). *The Data Coach's Guide to Improving Learning for All Students.* Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-5001-5.



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.)

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 five (5) Discussion Boards four (4) assignments, one (1) quiz, 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.

Module 1 – Curriculum - Students will complete readings in the *Vornberg* materials provided and the Fenwick English textbook and provided website information on the source of Texas Curriculum. This material will be tested in the Module 3 CIA quiz (100 points).

Module 2 – Accountability & Assessment – Students will research the new Graduation Requirements and the A-F Rating System and will 1) prepare a PowerPoint presentation for relevant stakeholders (100 points); and 2) Create an Action Plan for sharing the presentation with

those stakeholders (100 points). There will either be a class meeting or Discussion Board in which students present their PowerPoint presentation to the class. (100 points)

Module 3 – Instruction – Students will write a 2-page paper on horizontal and vertical alignment and will then complete the CIA quiz. The keystone assignment in this course is the Module 3- Targeted Improvement Plan. This is part of the PASL. Students will create a targeted improvement plan for the problem identified from their campus TAPR report and will complete tasks and activities from the Data Coach’s Guide to Improving Learning for all Students (Task 15, Activities 15.1, 15.2, Task 16, Activity 16.1, Task 17, Activities 17.1 and 17.2) 600 Points

Grading:

	Assignment	Points	Due Date
	Classes Begin		May 29, 2019
Dr. Guerra	Mod1-Introduction	50	June 3
	Mod 1-Readings	No Points	June 10
Professor Cline	Mod2PowerPoint	100	June 10
	Mod2Action Plan	100	June 10
	Mod2Presentation	100	June 10-16
Dr. Guerra	Mod3 Horizontal &Vertical Alignment Paper	100	June 16
	Mod3 CIA Quiz	100	June 16
	Mod3 Targeted Improvement Plan-Part 1	350	July 1
Professor Cline	Mod3 Targeted Improvement Plan Presentation-Part 2	100	July 1-4
	Total	1000	
	Classes End		July 5

Grading: Grades are based on a point system. There are 535 points available. Scores of:

1000-900 equate to an A,
 899-800 equate to a B
 799-700 equate to a C
 699-600 equate to a D
 599 or less receive an F.

“C”s are not accepted in the Educational Leadership Program. If a student earns a “C” in this course, they must repeat the course to stay in the program. See the Student Handbook for more information on GPA and probation status.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.

3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course. **THERE ARE NO OPTIONAL ASSIGNMENTS and no makeup assignments.**

Advice: Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

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.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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

SRSU Disabilities Services:

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartz@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.