

**Syllabus | ED6305 Curriculum, Instruction & Assessment**  
**Fall 2023 – 1<sup>st</sup> 8 Week Term August 28<sup>th</sup> – October 20<sup>th</sup>**



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Adjunct Faculty

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**Virtual Office Hours: Monday – Friday 6:00 – 8:00 p.m./by appointment (Please text me to set up.)**

**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.

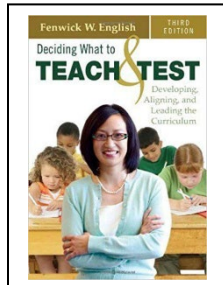
**Student Learning Objectives (SLOs):** At the conclusion of this course, students will be able to do the following:

- 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 target 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 are properly horizontally and vertically aligned to the Texas TEKS.
- Have a basic understanding of basic design and implementation of curricula and all Principal competencies covered in Domain 2, 44% of the TExES 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.**
- How to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- How to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

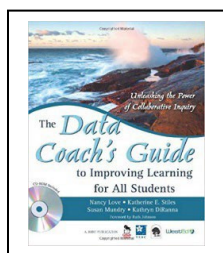
**Marketable Skills: ED6305 will address the following:**

- Students will be able to manage and lead diverse groups of people.
  - Students will be able to communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
  - Students will be able to gather information and analyze data to define campus needs, set goals, to solve adverse set of problems.
  - Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.
- **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.
    - **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.**

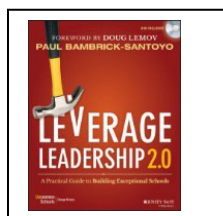
**Required Texts:** The student will need Microsoft Word and the following texts and materials: You will use these last 3 textbooks in all your other courses, so we recommend you buy them and not sell them until after you finish the program and complete testing.



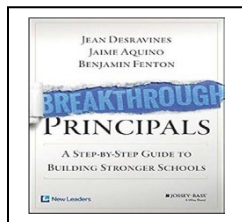
English, F.W. (2010). *Deciding what to teach & test: Developing, aligning, and leading the curriculum.* (3<sup>rd</sup> ed.) Thousand Oaks, CA: Corwin.



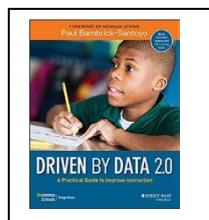
Love, N., Stiles, K.E., Mundry, S., & DiRanna K. (2008). *The Data Coach's Guide to Improving Learning for All Students.* Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-5001-5.



Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

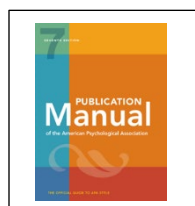


Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough principals: A step-by-step guide to building stronger schools*. San Francisco, CA: Jossey-Bass. ISBN-10: 1118801172' ISBN-13: 978-1118801178



Bambrick-Santoyo, P. (2019). *Driven by data 2.0: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass. ISBN-10: 1111952475

#### RECOMMENDED TEXT:



American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (vii 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 no option to redo for credit.

**Assignments:** Your course grade is calculated by summing scores. 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.

**Grading:**

Assignment	Points	Due Date
Classes Begin		August 28 <sup>th</sup>
Module 1: 1 Introduction and Revisit ED7304 Documents <ul style="list-style-type: none"> <li>• Assignments <ul style="list-style-type: none"> <li>○ Introduction Discussion</li> <li>○ Review ED7304 Documents</li> <li>○ Update</li> </ul> </li> </ul>	5  Extra Credit	August 28 <sup>th</sup> – September 4 <sup>th</sup>
Module 2: What is Curriculum and What is Instruction? ED7304 Documents <ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Curriculum Comparison Paper</li> </ul> </li> </ul>	10	September 10 <sup>th</sup>
Module 3: What is Horizontal and Vertical Alignment of Curriculum? What Tools Help with Horizontal and Vertical Alignment of Curriculum? <ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Horizontal &amp; Vertical Alignment</li> </ul> </li> </ul>	10	September 17 <sup>th</sup>
Module 4: How Does Texas Rate School Districts and What are the Requirements for Graduation? <ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ PowerPoint-Graduation Requirements &amp; A-F Rating System</li> </ul> </li> </ul>	15	September 24 <sup>th</sup>
Module 5: What is State Accountability and How Does it Change? <ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ State Accountability Quiz</li> </ul> </li> </ul>	10	October 1 <sup>st</sup>
Module 6: Complete Pre-Work for Target Improvement Plan? <ul style="list-style-type: none"> <li>• Assignment <ul style="list-style-type: none"> <li>○ Pre-Work for Targeted Improvement Plan</li> </ul> </li> </ul>	10	October 8 <sup>th</sup>
Module 7: Targeted Improvement Plan <ul style="list-style-type: none"> <li>• Assignments <ul style="list-style-type: none"> <li>7A: Peer Collaboration and Feedback</li> <li>7B: Meet with Instructor</li> <li>7C: Revise your Targeted Improvement Plan (TIP)</li> <li>7D: Ensure all ED7304 Documents are Updated</li> </ul> </li> </ul>	20  5 5 5	October 15 <sup>th</sup> October 16 <sup>th</sup> -17 <sup>th</sup> October 16 <sup>th</sup> – 17 <sup>th</sup> October 18 <sup>th</sup>
Module 8: Add TIP to Portfolio and Check to Ensure all Completed Documents are in Portfolio from ED7304  Mod1Assn10-Add to Portfolio	5	October 19 <sup>th</sup> – 20 <sup>th</sup>
Course Ends		October 20 <sup>th</sup>
Total	100	

**Grading:** Grades are based on a point system. There are 100 points available. Scores of:

- 100-90 equate to an A,
- 89-80 equate to a B
- 79-70 equate to a C
- 69-60 equate to a D
- 59 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.

**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 Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

**Americans with Disabilities Act Statement:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

**Mary Schwartz-Grisham, M.Ed., LPC**  
**Counseling and Accessibility Services,**  
 Ferguson Hall 112  
 Mailing Address: P. O. Box C-171; Alpine, TX 79832  
 Phone: (432) 837-8203  
 E-mail: mary.schwartz@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

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