


Syllabus | ED6305 Curriculum, Instruction & Assessment FALL 2025:

August 25, 2025 – October 17, 2025

<p>Cynde Wadley, Ed.D. Adjunct Professor cynthia.wadley@sulross.edu 325-829-4085 (Cell)</p>		<p>Virtual Office Hours</p> <p>W/TH/F 5:00 p.m. – 9:00 p.m. (Alpine, CST) W/TH/F 4:00 p.m. – 8:00 p.m. (El Paso, MST)</p> <p>If the above times are inconvenient, don't hesitate to get in touch with me to set up an alternative time, and we will meet via Teams.</p>
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Vision Statement Sul Ross Educational Leadership Program

To provide an exemplary program of work which empowers graduates to be critical thinkers, motivators and informed decision-makers who will share the responsibilities of shaping the futures of the students they serve with all stakeholders.

Mission Statement Sul Ross Educational Leadership Program

The Sul Ross State University Educational Leadership Program Shall:

1. Prepare graduates to use demographic data as a focal point for change
2. Prepare graduates with the skills needed to be forward-thinking instructional leaders
3. Prepare graduates to research, analyze, and utilize strategies to facilitate student/staff growth
4. Prepare students for projected changes in certification requirements
5. Prepare master's degree students to serve the needs of the educational community

Course Description

The course provides real-world experience regarding the 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 Outcomes (COs)

- CO1. Analyze and apply state performance data to identify areas of need, at-risk student groups, and set campus-wide goals.
- CO2. Design a comprehensive Campus Improvement Plan (CIP) using the cycle of change (planning, training, implementation, monitoring, assessment).
- CO3. Develop and evaluate curricula, instruction, and assessments that are vertically and horizontally aligned to the Texas TEKS.

- CO4. Demonstrate foundational knowledge of TExES Domain II competencies, including collaborative development of instruction and monitoring classroom effectiveness.
- CO5. Facilitate the design and implementation of strategic curricular and instructional plans that promote effective teaching, student learning, and professional growth.
- CO6. Communicate instructional and leadership decisions professionally through diverse written, oral, and digital formats.
- CO7. Exercise ethical and effective leadership practices in curriculum development, assessment, and organizational operations.

Student Learning Outcomes (SLOs)

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

- SLO 1: Read state performance data.
- SLO 2: Identify areas of need and student groups at risk.
- SLO 3: Set campus goals and priorities based on identified areas of need.
- SLO 4: Create a Campus Improvement Plan incorporating planning, training, implementation, monitoring, and assessment.
- SLO 5: Design curricula, instruction, and assessment vertically and horizontally aligned to the Texas TEKS.
- SLO 6: Design, create, and evaluate curricula aligned to the Texas TEKS.
- SLO 7: Demonstrate understanding of curriculum design and implementation, including Principal competencies in Domain II (44% of the TExES exam).
- SLO 8: Facilitate design and implementation of curriculum and strategic plans that enhance teaching and learning.
- SLO 9: Advocate, nurture, and sustain instructional programs and campus culture that support student learning and 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)

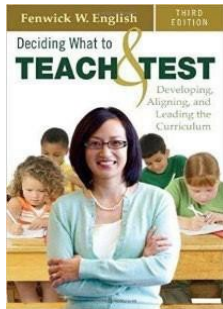
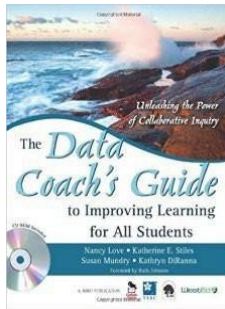
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

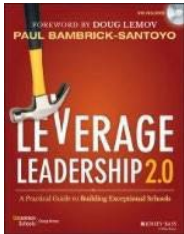
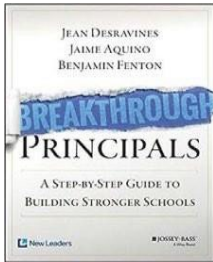
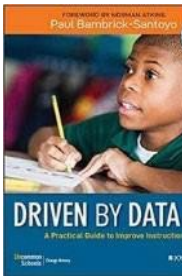

CO–SLO–Skills–TExES Mapping

Course Outcome (CO)	Aligned SLO(s)	Marketable Skills	TExES Domain II Competencies
CO1. Analyze and apply state performance data to identify areas of need, at-risk student groups, and set campus-wide goals.	SLOs 1–3	Gather/analyze data to define needs, set goals, solve problems	Competency 4 (monitor/assess instruction)
CO2. Design a comprehensive Campus Improvement Plan (CIP) using the cycle of change.	SLO 4	Manage/lead diverse groups; strategic planning; leadership	Competency 3 (develop/implement instruction)
CO3. Develop and evaluate curricula, instruction, and assessments aligned to TEKS.	SLOs 5–6	Curriculum design; instructional alignment	Competency 3
CO4. Demonstrate foundational knowledge of TExES Domain II competencies.	SLOs 7–8	Instructional leadership; assessment of effectiveness	Competency 3, Competency 4
CO5. Facilitate the design and implementation of strategic curricular and instructional plans.	SLOs 8–9	Leadership; communication; advocacy	Competency 3
CO6. Communicate instructional and leadership decisions professionally.	—	Professional communication with internal and external stakeholders	Competency 3
CO7. Exercise ethical and effective leadership practices in curriculum and organizational operations.	—	Ethical leadership; organizational management	Competency 3, Competency 4

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.

 <p>English, F.W. (2010). <i>Deciding what to teach & test: Developing, aligning, and leading the curriculum.</i> (3rd ed.) Thousand Oaks, CA: Corwin.</p>	 <p>Love, N., Stiles, K.E., Mundry, S., & DiRanna K. (2008). <i>The Data Coach's Guide to Improving Learning for All Students.</i> Thousand Oaks, CA: Corwin</p>
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 <p>Bambrick-Santoyo, P., Lemov, D. (2018). <i>Leverage leadership 2.0: Practical guide to building exceptional schools (2nd ed.)</i>. San Francisco, CA: Jossey-Bass.</p>	 <p>Desravines, J., Aquino, J., & Fenton, B. (2016). <i>Breakthrough principals: A step-by-step guide to building stronger schools</i>. Jossey-Bass.</p>
 <p>Bambrick-Santoyo, P. (2019). <i>Driven by data 2.0: A practical guide to improve instruction</i>. San Francisco, CA: Jossey-Bass. ISBN-10: 1111952475 CA: Jossey-Bass. ISBN-10: 1118801172' ISBN-13: 978-1118801178</p>	<p>RECOMMENDED TEXT:</p>  <p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association. (vii ed.)</i> Washington, DC: American Psychological Association.</p>

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 that only 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.

Use of Generative Artificial Intelligence (AI)

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please get in touch with me.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

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.

Week	Module & Focus	Deliverables (Due Sunday)	Points	Aligned SLOs
Aug 25– Aug 31	Module 1: Introduction & ED7304 Docs	<ul style="list-style-type: none"> • Introduction Discussion • Review/Update ED7304 Docs • TEA Learn UDL activity 	10 5 10	7
Sept 1– Sept 7	Module 2: Curriculum & Instruction	<ul style="list-style-type: none"> • Curriculum Comparison Paper • Texas Gateway resource integration 	10 10	2, 5, 7
Sept 8– Sept 14	Module 3: Alignment	<ul style="list-style-type: none"> • Horizontal & Vertical Alignment Paper • CLI Engage reflection 	10 10	5, 6, 7
Sept 15– Sept 21	Module 4: Graduation & A–F	<ul style="list-style-type: none"> • PPT: Graduation Requirements & A–F Ratings • Include CTE examples 	15 10	5, 6, 7
Sept 22– Sept 28	Module 5: Accountability + Professor Meeting	<ul style="list-style-type: none"> • State Accountability Quiz • Teacher & Student Exemplars reflection • LPAC micro-module • Professor Meeting due Sept 28 (required) 	10 10 10 5	1, 7, 9

Sept 29– Oct 5	Module 6: TIP Pre-Work + 7A	<ul style="list-style-type: none"> • TIP Pre-Work • Peer Collaboration & Feedback • Project Restore reflection 	15 10 10	2, 3, 4, 8, 9
Oct 6– Oct 12	Modules 7B–7C + Module 8	<ul style="list-style-type: none"> • Instructor check-in • Revise TIP + update ED7304 docs • Add TIP to Portfolio • Gateway/CLI Engage integration 	25 100 10 10	1, 3, 4, 7, 8, 9
Oct 13– Oct 17	Wrap-Up	• Final Reflection (5 pts) – Which TEA resource most impacted your leadership practice?	5	4, 7, 9

Letter Grade Percentage Range Point Range (out of 310)

A	90–100%	279–310 points
B	80–89%	248–278 points
C	70–79%	217–247 points
D	60–69%	186–216 points
F	Below 60%	0–185 points

This syllabus is a guide for the course and is subject to change at the discretion of the instructor. Any changes will be communicated in a timely manner.

“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.

It is the student’s responsibility to make sure he/she is officially enrolled in this course. If, at any point, you decide to drop the class, it is *your* responsibility to officially drop. Any student who stops participating in the course and does not officially drop the course will be given an “F” as the semester grade. **Friday, October 3, 2025, is the LAST DAY to DROP this course without creating an academic record!**

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

Distance Ed (Web-course) Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of “F”. In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating for more than 3 weeks of inactivity during a long semester or 1 week of inactivity during a summer session, the instructor may drop the student from the course with a grade of “F”. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or email, and/or not following the instructor’s participation guidelines stated in the syllabus.

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 must 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 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 in the student handbook.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. INT students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

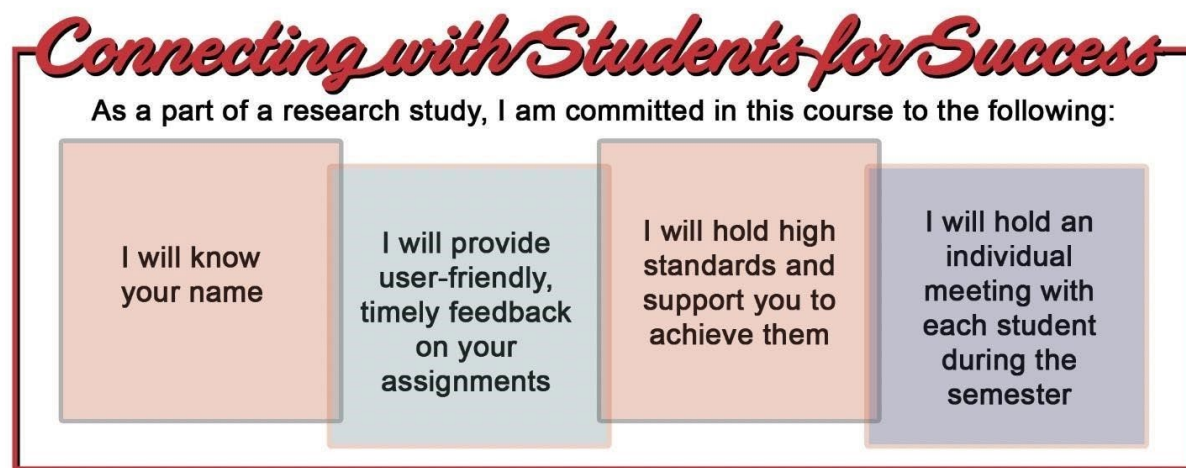
Counseling

Sul Ross has partnered with TimelyCare, where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.



Connecting with Students for Success

This course is participating in an initiative at Sul Ross State University referred to as “**Connecting with Students for Success.**” This study is aimed at connecting with students in a way that sets them up for overall success.

As part of this initiative, each student will be required to meet with me at least once during my office hours before **September 28, 2025**. This meeting will also serve as a required component of your **Targeted Improvement Plan (TIP) Project** grade.

Targeted Improvement Plan: Required Professor Meeting

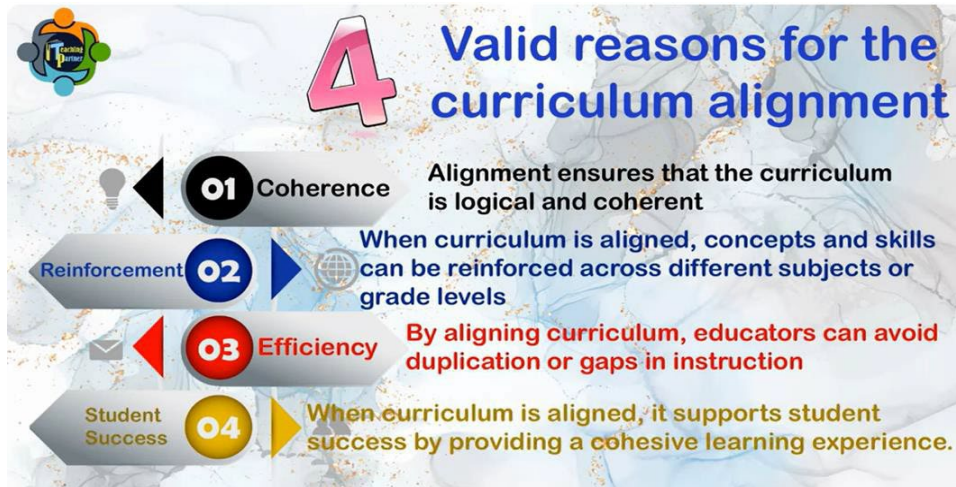
The purpose of this meeting is to:

- Discuss your progress on the TIP Project.
- Provide guidance on any questions or challenges you may be experiencing.
- Reflect together on how the course is supporting your growth as an instructional leader.

Scheduling Your Meeting: (I will provide a link to schedule the times before September 28th.)

I will be flexible to ensure each of you has the opportunity to connect.

This meeting is designed to provide you with personalized support and feedback to strengthen your TIP Project and promote your success in the course.



References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Bambrick-Santoyo, P. (2019). *Driven by data 2.0: A practical guide to improve instruction*. Jossey-Bass.
- Bambrick-Santoyo, P., & Lemov, D. (2018). *Leverage leadership 2.0: A practical guide to building exceptional schools* (2nd ed.). Jossey-Bass.
- CAST. (2018). *Universal design for learning guidelines version 2.2*. Author. <https://udlguidelines.cast.org>
- Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough principals: A step-by-step guide to building stronger schools*. Jossey-Bass.
- English, F. W. (2010). *Deciding what to teach and test: Developing, aligning, and leading the curriculum* (3rd ed.). Corwin.
- Love, N., Stiles, K. E., Mundry, S., & DiRanna, K. (2008). *The data coach's guide to improving learning for all students*. Corwin.
- Texas Education Agency. (2018). *Texas dyslexia handbook: Procedures concerning dyslexia and related disorders*. Texas Education Agency. <https://tea.texas.gov/academics/special-student-populations/dyslexia/texas-dyslexia-handbook>
- Texas Education Agency. (n.d.). *Universal design for learning (UDL)*. Texas Education Agency. <https://tea.texas.gov>
- Texas Education Agency. (2014). *TEXES principal as instructional leader (268) competencies*. Texas Education Agency. <https://tea.texas.gov/texes>