EDAD 554 Leading the Learning Community
COURSE SYLLABUS

*P**lease Note:** All assignments and due dates are subject to change at the discretion of the instructor. Students will be advised of changes via university email and announcement postings in ECollege.*

Instructor:	Ava J. Muñoz, Assistant Professor
Office Location:	Education North, Room 116
Office Hours:	**Tuesdays: 9:00 am-4:00 pm**
Virtual Hours	**By Appointment**
Office Phone:	903-886-5756
Office Fax:	903.886.5507
University Email Address:	**ava.munoz@tamuc.edu**

COURSE INFORMATION

REQUIRED TEXTS:

1. Vornberg (2016). *Texas Public School Organization and Administration-15th Edition*
2. Kemp-Graham (2014), Preparing for School Leadership: Mastering Principal Competencies and Challenges of 21st Century School Leadership. **This book can be purchased at the TAMUC bookstore or from NCPEA for download at http://www.ncpeapublications.org/index.php/component/hikashop/product/20-preparing-for-school-leadership-in-texas-mastering-principal-competencies-and-challenges-of-21st-century-school-leadership**
3. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
4. Sahlberg, Pasi (2015). Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland?, Second Edition (Series on School Reform).

Principal Preparation Exam 068 Study Materials

1. Wilmore, E. (2013). Passing the Principal TExES Exam 2.

2. TExES 068 Principal Preparation Exam Manual. Download at http://cms.texes-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf

COURSE DESCRIPTION

This course is the capstone course that develops candidates for EXEMPLARY school leadership as evidenced by student knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, collaborative, instructional, organizational, political and globally competent leadership.

COURSE OBJECTIVES

Through the activities of TAMU-Commerce **Principal Preparation Program** and this capstone course, students will demonstrate mastery in the following areas:

- Leadership and campus culture,

- Values and ethics of leadership,

- Instructional leadership and management,

- Human resources leadership and management,

- Communication and community relations,

- Organizational leadership and management, and

- Curriculum planning and management.

This course, in particular, is intended to assist students in gaining the professional knowledge and skills needed to:

- Model and promote the highest standards of conduct, ethical principles, and integrity in decision-making.

- Analyze a variety of educational administration positions and functions and the influence each has had on the organization and operation of the school and the district.

- Serve as skilled group leaders, facilitators, and members; as public speakers; and as writers.

- Understand the components of organizational culture, models for culture building and change, and the role of the leader in creating, transforming, and sustaining culture in an organization.

- Define the components of effective school-based decision-making and describe the policies of SBDM in Texas.

- Define the multiple dimensions and necessary skills of campus improvement that lead to increased student achievement.

Students will be challenged and expected:

- To think critically about roles and responsibilities of effective principals;

- To engage in reflective thinking about roles and responsibilities of effective principals;

- To integrate a variety of ideas regarding roles and responsibilities of effective principals, including the active exploration and assimilation of new ideas;

- To be able to synthesize the coursework into a meaningful framework of understanding about roles and responsibilities of effective principals, including exploration, assimilation, and demonstration of new perspectives, and

- To encounter and develop solutions to real-world, realistic school based problems.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND TEXES COMPETENCIES

- *TAC Rule §241.15 Principal Standards I-VII*

- *TAC Rule §149.2001Principal Standards 1-5*

- *TeXes Competencies 001-009*

STUDENT LEARNING OUTCOMES

***Student Learning Outcome #1*:**At the end of this capstone course, the student will exhibit their acquisition of the requisite skills and knowledge of *Instructional Leadership* required of a novice Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school level case studies that demonstrate that the Texas school leader is responsible for ensuring every student receives high quality instruction *(TeXes Competency 004-007; Standard VI-Learner Centered Curriculum Planning and Development-TAC Rule §241.15; Principal Standard 1-TAC Rule §149.2001)*

Student Learning Outcome #2: At the end of this capstone course, the student will exhibit their acquisition of the requisite skills and knowledge of *Human Capital* required of a novice Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school level case studies that demonstrate that the Texas school leader is responsible for ensuring there are high quality teachers and staff in every classroom throughout the school. *(Competency 005; Standard VII-Learner Centered Instructional Leadership and Management- TAC Rule §241.15; Principal Standard 2-TAC Rule §149.2001)*

Student Learning Outcome #3: At the end of this capstone course, the student will exhibit their acquisition of the requisite skills and knowledge of *Executive Leadership* required of a novice Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school level case studies that demonstrate that the Texas school leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes. *(Competency 001, 003,; Standard I-Learner Centered Values and Ethics of Leadership and Standard IV Learner Centered Communications and Community Relations- TAC Rule §241.15; Principal Standard 3-TAC Rule §149.2001)*

Student Learning Outcome #4: At the end of this capstone course, the learner will exhibit their acquisition of the requisite skills and knowledge of *School Culture* required of a novice Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school level case studies that demonstrate that the Texas school leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students. *(Competency 001-003; Standard II-Learner Centered Leadership and Campus Culture- TAC Rule §241.15; Principal Standard 4-TAC Rule §149.2001)*

Student Learning Outcome #5: At the end of this capstone course, the learner will exhibit their acquisition of the requisite skills and knowledge of *Strategic Operations* required of a novice Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school level case studies that demonstrate that the Texas school leader is responsible implementing systems that align with the school's vision and improve the quality of instruction. *(Competency 007*-009; Standard V-Learner Centered Organizational Leadership and Management- TAC Rule §241.15; Principal Standard 5-TAC Rule §149.2001)*

***Student Learning Outcome #6*:** At the end of this capstone course, the learner will be able to demonstrate knowledge of the interconnectedness of global trends and issues of international educational systems by engaging in an comparative education research project, with an emphasis on the countries

included in PISA rankings, to compare education in cultural, political, economic, and historical contexts with education in the US and Texas. A novice Principal in Texas knows how to facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice and facilitates the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

(Competency 005; Standard VII-Learner Centered Instructional Leadership and Management- TAC Rule §241.15; Principal Standard 1-TAC Rule §149.2001)

COURSE OUTLINE AND EXPECTATIONS

DESIGN OF THE CLASS
This class is designed on constructivist principles. This means that the instructor creates 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 actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

CLASS PARTICIPATION
Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience. This web based course will be made up of several learning activities including (but not limited to) lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations.

Students must be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

ONLINE CLASS ENVIRONMENT
Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

GRADING

Discussion Board	30
Case Study Responses	15
Comparative Education Analysis	25
Critical Assessment	30
Total	100

Final grades will be calculated on the following scale

90-100	A	Excellent
80-89	B	Good
70-79	C	Poor
Below 70	F	Unacceptable

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor. Points will be deducted for the submission of late work.

ASSIGNMENTS
Completion of assignments
Each student is expected to work individually at the direction of the instructor to complete the assignments of the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to the professor and work submitted to the wrong Dropbox will not be accepted. Please be mindful of your submission deadlines.

Late Work Policy

No late work is accepted.

Computer/Technology Problems

In the instances when you experience problems with accessing ECollege, please contact IT for assistance. Please provide the instructor the name of the IT technician that provided you with assistance. The technician will also provide you with a "ticket number;" that number should also be forwarded to the instructor.

Principal Preparation Practice Questions

Each week, you will be assigned practice exam questions to complete. You will be provided with an opportunity to discuss challenges and strategies used to answer the problems in the Principal Prep Discussion Area. Participation is not required but strongly encouraged. The more familiar you are with the format of the questions on the exam the better you will perform on the actual exam. Principal Preparation Exam boot camps are offered each semester. Students will be notified of upcoming Principal Prep Bootcamps via email.

Case Study Responses
(SLO #1-5)

You will be assigned case studies to review from the Preparing for School Leadership in Texas: Mastering Principal Competences and Challenges of 21st Century Leadership textbook. It is important that you review all artifacts provided in the case. This is your opportunity to demonstrate your understanding of how theory links to practice.

SLOs #1-5

Format for Papers to be submitted:
1. **Papers must be submitted in the 6th APA format.**

2. Papers should be written in MS Word and uploaded to the appropriate Dropbox. Papers should not be submitted in PDF Format

Assignment: Students will review case study and provide a plan (written report) for the reorganization of the school building. The plan will incorporate all of the below indicated skills and strategies:

The Principal knows how to apply organizational, decision making and problem solving skills to ensure an effective learning environment. The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

Standards being assessed: Competency 007; Standard V-Learner Centered Organizational Leadership and Management- TAC Rule §241.15; Principal Standard 5-TAC Rule §149.2001.

Comparative Education Research Project
(SLO #6)

COMPARATIVE EDUCATION PROJECT: UNITED STATED AND FINLAND

This assignment has TWO parts: A research paper and a Supplementary paper that addresses lessons learned from Finland.
Each student must prepare a comparative analysis and discussion of 2 of the below selected educational issues present in the **US** and in **Finland**. Issues that can be explored are

- teacher education and preparation

- the structure of education

- classroom organization

- student testing

- education funding

- student diversity

- School Reform

- 21st Century Learning

- global competence

- student tracking

- school curricula, and/or textbooks

- student poverty

- teacher salary

- school unions

- parental engagement

- community engagement

The research component of this assignment must be 4-6 pages (excluding cover sheet and bibliography) and formatted according to APA 6th guidelines. The research paper must have a cover sheet and a bibliography. A supplementary paper (2 pages) must describe the lessons that you as aspiring Texas school leaders can learn from Finland. The lessons must be connected to practice, Principal Standards and Competencies.

Competency assessed: Competency 005

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    o 512 MB of RAM, 1 GB or more preferred
    o Broadband connection required courses are heavily video intensive
    o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    o sound card, which is usually integrated into your desktop or laptop computer
    o speakers or headphones.

- Depending on your course, you might also need a:
    o webcam

o microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer 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, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Learner Support

Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

 Students with Disabilities

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

Texas A&M University-Commerce

Gee Library- Room 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).* Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html

Texas A&M University-Commerce 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

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce 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 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.