EDAD 554 Leading the Learning Community
COURSE SYLLABUS
Spring 2020

Please 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 myLeo Online.*

Instructor:	Richard Reeder
Office Location:	Remote
Office Hours:	**As needed**
Virtual Hours	**By appointment**
Cell Phone:	**972-743-0682**
University Email Address:	**Richard.Reeder@tamuc.edu**

COURSE INFORMATION

REQUIRED TEXTS:
1. Vornberg (2018). *Texas Public School Organization and Administration-16th Edition*
2. TExES Principal as Instructional Leader (268) Secrets Study Guide-Your Key to Exam Success: TExES Test Review for the Texas Examinations of Educator Standards (Mometrix Test Preparation). This book can be purchased at the TAMUC bookstore or from Amazon.
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 268 Study Materials

TExES 268 Principal Preparation Exam Manual. Download at
http://www.tx.nesinc.com/Content/Docs/268PrepManual.pdf

PASL Preparation Exam 368 Study Materials

https://www.ets.org/s/ppa/pdf/pasl-candidate-educator-handbook.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 §149.2001 Principal Standards 1-5*

- *TExES Competencies 001-011*

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 an entry-level 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 003-004; Standard III-Leading Learning-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 an entry-level 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 005-006; Standard IV-Human Capital- 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 an entry-level 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 007-008; Standard V-Executive Leadership and Standard II-Leading Learning 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 an entry-level 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 001-002; Standard II-School 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 an entry-level 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 009-0010; Standard VI-Strategic Operations- 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 exhibit their acquisition of the requisite skills and knowledge of *Ethics, Equity, and Diversity* required of An entry-level Principal in Texas by demonstrating 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; comparing cultural, political, economic, and historical contexts with education in the US and 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 -Ethics, Equity, and Diversity- TAC Rule §241.15; Principal Standard 3-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. 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
Domains/Competencies Reflections	35
Comparative Education Analysis	35
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.

Domains/Competencies Reflections
(SLO #1-5)

You will be assigned chapters related to each of the 6 domains, to read and review from the TExES Principal as Instructional Leader (268) *Secrets Study Guide-Your Key to Exam Success: TExES Test Review for the Texas Examinations of Educator Standards* text. This is your opportunity to reflect on your understanding of the content found in each of the 11 competencies.

The reflection assignment will consist of 1 title page, 3 double-spaced content pages, and

1 references' page (12 pt., Times New Roman font).

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 attached where indicated in the corresponding module. Papers should not be submitted in PDF Format.

Competencies assessed: Competencies 001-011

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 group of students (3-4) must prepare a comparative analysis and discussion of **2** of the selected educational issues present in the **US** and in **Finland, mentioned below**. 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 references page. 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.
This assignment is to be completed and submitted as a group (3-4 students) project.

Competency assessed: Competency 011

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports

Device	Operating System	Browser	Supported Browser Version(s)
			iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

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

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- 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.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will usually respond to your emails at Richard.Reeder@tamuc.edu, within a 24-hour timeframe (weekends may take up to 48 hours). Grades will be provided for assignments within 10 days of the original submission due date.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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:

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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

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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.