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## **EDCI 535: Leadership & Supervision in the Elementary School Course Syllabus for Spring, 2022 (MISD Cohort)**

### **INSTRUCTOR INFORMATION**

**Instructor:** Karen Nix

**Office Hours:** By Appointment

**Office Phone:** 972-882-7393

**Office Fax:** 972-882-7457

**University Email Address:** *knix@mesquiteisd.org*

**Preferred Form of Communication:** email or phone

**Communication Response Time:** 24 hours

### **COURSE INFORMATION**

This course meets 4 times, face-to-face, during the semester. The remaining time will be virtual.

**Class meetings:** We will meet from 4:30 to 7:00

January 19 .February 9, March 9, April 27 (last class is virtual)

#### **Class Meetings.**

We will meet from 4:30 to 6:30 January 19 .February 9, March 9, April 6, April 27 (last class is virtual)

### **Materials Needed for the Course**

*The syllabus/schedule are subject to change.*

Students will choose one leadership book from a list provided by the instructor to read over the course of the semester.

**Course Description:** EDCI 535: Leadership & Supervision in the Elementary School  
Catalog Description: A study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teacher leaders encounter in the elementary school.

The primary objective of EDCI 535 is to highlight and strengthen the skills of master teacher candidates that will distinguish them as leaders among their colleagues.

**Student Learning Outcomes:** By the completion of the course, you will be able to:

1. Use outside reading of professional literature from business and investigate/study select district leaders to broaden your perspective and increase your skill in leading others to improve.
2. Demonstrate through study, your ability to translate what is learned in the cohort course into a variety of new and meaningful applications relative to teaching, management, and student achievement in the classroom.
3. Demonstrate the importance of self-discipline, self-determination, and leadership among other teachers by developing a personal mission statement that not only addresses your core beliefs and commitments, but provides direction and structure to your teaching enterprise.
4. Demonstrate, through written reflection, that the academic and professional experiences you have experienced as well as those of leaders or colleagues have resulted in clear and distinct changes and improvements that impact your role as a teacher leader.

### **Overview of Course Requirements**

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. During each of the three units, you will work on various combinations of assignments; professional reading, asynchronous threaded discussions, essay writing, surveying/interviewing leaders and creating your professional mission statement. During Unit 1 the focus will be on reading the first one third of your textbook, discussing your learning with your group members, beginning written reflection on your graduate studies and their impact on your teaching career, and beginning the initial development of a professional mission statement. During Unit 2 you will continue your reading of the next one third of the textbook, conduct your interviews or survey on leadership, continue your written reflection on your graduate studies, and finalize your professional mission statement. For the final unit you will complete your written reflection of your graduate studies, complete your reading of the last one third of the textbook, and submit your reflection on your leadership interviews/survey. Below are more specific details about each of these components.

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## **Class Attendance.**

Our class will be meeting face-to-face three times during the semester. See the Course calendar for those dates. Attendance at all class meetings is required and essential to your success in this experience. The rules of the University regarding class attendance will be followed in this course. Please review the current graduate catalog for the procedures. The consequence of one absence is a reduction of one letter grade in the course; two absences will result in a reduction of two letter grades; missing all three classes will result in an "F" in the course. In the event of any absence, you are responsible for obtaining class materials/assignments/notes from your colleagues or via *eCollege*.

## **Specific Requirements**

### **1. Read and Discuss Professional Literature on Leadership. 20 Points. (20% of the total course grade).**

Student Learning Outcome #1: Use outside reading of professional literature from business and industry to broaden your perspective and increase your skill in leading others to improve.

You will have reading assignments in your textbook, the dates will be posted in the Schedule of Assignments, and you will follow each assignment with discussion among your classmates using the Threaded Discussion feature of *eCollege*.

Assessment Method: Threaded discussions are evaluated against a rubric designed to assess both the quantity and quality of your contributions. Your responses are evaluated using the following rubric: (1) Quantity of your initial response; (2) Quality of your initial response; (3) Quantity of your responses to your team members; (4) Quality of your responses to your team members; and (5) Overall quantity and quality.

### **2. Write a Personal Mission Statement. 10 Points (10% of the total course grade.)**

Student Learning Outcome #3: Demonstrate the importance of self-discipline, self-determination, and leadership among other teachers by developing a personal mission statement that not only addresses your core beliefs and commitments, but provides direction and structure to your teaching enterprise.

The writing of your personal mission statement is one of the most significant events this semester. We will spend time in each class developing this document and you will be asked to submit drafts of your work each time to your instructor via *ECollege*.

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Instructions for and modeling the writing of your personal mission statements will be provided in class.

Assessment Method: Your final mission statement will be judged on a scale of from 0 to 10 points based on a comparison of your mission statement and the models provided by your instructor.

**3. Final Paper: Leadership Reflection . 40 Points. (40% of the total course grade.)**

Student Learning Outcome 4: Demonstrate, through written reflection, that the academic and professional experiences over the past three years in the cohort have resulted in clear and distinct changes and improvements in your teaching effectiveness and student achievement and translate into teacher leadership skills, attitudes, and behaviors. You will submit your written reflection via eCollege on the date specified in *Schedule of Assignments* which is posted in eCollege.

Assessment Method: : Your final reflection will be judged on a scale of from 0 to 40 points based on the depth of your reflection as well as the concrete examples provided in terms of how the knowledge gained as a graduate students has impacted you as a leader.

**4. Leadership Interviews or Survey. 20 Points (20% of the total course grade.).**

Student Learning Outcome 1 and 2: Demonstrate, through either interviews of 2 respected leaders or a survey of your colleagues, a broadened perspective of leadership and meaningful application for your role.

Assessment Method: Your reflection on the interviews or survey results will be judged on the depth of your reflection and the comparison you make to the other significant learnings from the semester: book, leadership panel, and other in class activities.

**Leadership Project on Your Campus. 10 Points (10% of the total course grade).**

Student Learning Outcome #3: Demonstrate the importance of self-discipline, self-determination, and leadership among other teachers by assisting the campus administration with a campus wide project/initiative.

Throughout your cohort studies, the focus has been on developing your skills as a master teacher. Your assignments have focused on management and instruction with the goal of improved student performance. Master teachers are indeed effective in the classroom. They are also effective as leaders among their peers on their campuses. In your final semester of cohort studies, you will be focusing on the development of

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leadership skills. This particular leadership project is one you will undertake on your campus with full endorsement of your principal.

Assessment Method: Your leadership project will be judged on a scale of from 0 to 10 points based on your journal of the experience and your final reflection. You should assist one of your administrators with major project on the campus. You will document your involvement in the project and reflect on what you learned about campus leadership and your own strengths and challenges as a leader.

### Course Requirements

Activity	# of Assignments	Weight of Assigned	Total Pts.	Percent of Total
Personal Mission statement	1	X2	10	10%
Reflective Paper	1	X4	40	40%
Threaded Discussion on Textbook	2	X1	20	30%
Leadership Project	1	X1	10	10%
Interviews/Survey	1	X2	20	20%
Course Evaluations	1	N/A	N/A	N/A
Total Points	N/A	N/A	100 pts	100%

To receive full credit, work must be submitted by the due dates as indicated in the Schedule of Assignments. Since I believe all assignments are worth doing, I will accept late work for partial credit.

Final grades will be determined based on the following scale:

- A 850-1000 pts
- B 750-849 pts
- C 650-749 pts
- D 550-649 pts
- F 549 or below pts

#### Instructions for Assignments:

**Read Assigned Textbooks (Objectives: 2, 3, 4).** The assigned texts are shared on the first page of the syllabus. Both texts are required reading.

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**Study Guides. (Objectives 1, 2, 3, 4)** Each book assignment you assigned is followed by a response assignment, reaction paper, which is to be completed and submitted to Google Classroom. Reaction papers are evaluated based on the quality of the written work and the depth of response in terms of content and reflection.

**Instructional Logs (Objectives 1, 2, 4).** Six instructional logs will be submitted. This semester the emphasis is on learning about innovative and creative instructional strategies that are supported by research on best practices. Instructional logs this semester will document what you did and how well your students responded. Specific details on how to select your teaching strategy and report results are available by clicking on the appropriate links in Google Classroom. The seven components of the instructional log include: (a) strategy I used and why I used it, (c) research base for the strategy, (d) target population, (e) plan of action, (f) results, and (g) what I learned and next steps.

**Visit A Creative Teacher or Program (Objective 1, 2).** Visit to a classroom or a teacher who has a reputation for being a model teacher in the specific areas in which you are interested. You will spend one hour or more during the semester visiting a teacher, a classroom, or a special program in which you will, hopefully, observe students and instruction that will meet a special objective you have established. You could visit, for example:

- A teacher on your campus or in your district that is known to be especially creative/effective in one of the subjects that you teach in your classroom. This allows you to get out of your own confines and see something that might inspire you.
- A program on your campus or in the district that provides instruction in the special curriculum area that you or your team are studying this semester, e.g., character education, gifted and talented, etc.

You may already have that teacher or program in mind. If not, you are to speak with your building principal or other professionals on your campus to get ideas. You could also contact the subject area coordinator for the subject area in which you are interested to see what ideas he/she might have. Once you have completed your visit, write a reflection paper on (a) who you visited and for what purpose, (b) what you observed and learned, and (c) how it helped you in your own teaching or understanding of what others do. More specific guidelines are provided in the appropriate links Google Classroom.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## 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](mailto: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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>  
[rightspace.com/support/s/contactsupport](https://community.brightspace.com/support/s/contactsupport)

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# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

### **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.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuid ebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Please note for Spring 2021: last day to drop is March 19<sup>th</sup>**

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure s/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>  
Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDis honestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure s/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

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 Statement**

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 perso

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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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

## Department or Accrediting Agency Required Content

### COURSE OUTLINE / CALENDAR

#### SCHEDULE OF ASSIGNMENTS - ELED 535 - NIX SPRING 2022

Information about Comps will be shared during first class.

ASSIGNMENT	EXPLANATION	DUE DATE
These first assignments are	completed prior to our 1st	class.
Leadership Book	Read first 3 chapters and complete study guide	Jan 19
<b>CLASS ONE</b>		<b>Jan. 19</b>
Leadership Book	Read next chapters and complete study guide	Feb. 8

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Draft Mission Statement	Work on mission statement and submit draft	Feb. 8
<b>CLASS TWO</b>		<b>Feb 9</b>
Leadership Book	Read next chapters and complete study guide	Mar. 8
Mission	Finish mission statement	Mar. 8

<b>CLASS THREE</b>		<b>Mar. 9</b>
Leadership Book	Read next chapters and complete study guide	Ap. 5
Leadership Interview or Survey	Conduct leadership interviews or surveys and submit	Ap. 5
<b>CLASS FOUR</b>		<b>Ap. 6</b>
Leadership Book	Read next chapters and complete study guide	Ap 26
Comp Exam	Complete the Comp Exam	Ap. 26
<b>CLASS FIVE (virtual)</b>		<b>Ap.27</b>

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