



EDAD 515: Leading Effective Schools 81B COURSE SYLLABUS: Summer I 2023

Class Meetings: Thursdays (face to face) from 5:00 pm to 9:00 pm

Class Meeting Location: TAMUC Dallas Campus, 8750 N. Central Expressway, Dallas TX 75231 (19th Floor)

Duration: June 5, 2023, through July 6, 2023

Instructor: Elsa Villarreal, Ph.D.

Office Location: Commerce Campus, Frank Young Education North, Suite 113

Office Hours: TU, WED, & TR 3:00 pm-5:00 pm (As needed upon request.)

Cell Phone: 281-773-8446

University Email Address: Elsa.Villarreal@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours (48 hours weekends)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

TEXTBOOKS

You will need two books for this course:

1. Vornberg (2020). *Texas Public School Organization and Administration-17th Edition* (e-book available)

<https://he.kendallhunt.com/product/texas-public-school-organization-and-administration-2020>

2. *American Psychological Association* (7th ed.). Washington, DC. (e-book and printed available)

<https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

TECHNOLOGY REQUIREMENTS

This course is a face-to-face course and assignments are submitted online. All the assignments will be delivered using the MyLeo Online D2L learning media platform.

The syllabus/schedule are subject to change.

Course Description

This introductory course provides an overview of school administration in Texas, which includes roles, functions, and duties of those who are charged with supervising schools in Texas. Critical review and analysis of principles of effective school leadership and organizational theories aligned to SBEC Principal Standards are examined and applied to the current challenges of leading 21st century schools in Texas.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND COMPETENCIES

- *TAC Rule §241.15 Principal Standards I-VII*
- *TAC Rule §149.2001 Principal Standards 1-5*
- *TExES Competencies 001-011*

The following table displays the newly developed Texas principal standards, new certification examination and principal evaluation criteria. Note that this is the first time these administrator standards, certification, and evaluation has been taken to this degree of alignment.

Comparison of Standards, TExES, and Evaluations

| New principal standards TAC 149.2001 | NEW 268 TExES Principal framework | Texas principal support system (T-PESS) |
|---|---|--|
| 1. Instructional leadership | Domain II: Leading learning | 1. Instructional leadership |
| 2. Human capital | Domain III: Human capital | 2. Human capital |
| 3. Executive leadership | Domain IV: Executive leadership | 3. Executive leadership |
| 4. School culture | Domain I: School culture Domain VI: Ethics, equity, and Diversity | 4. School culture |
| 5. Strategic operations | Domain V: Strategic operations | 5. Strategic operations |

Student Learning Outcomes:

This course surveys contemporary organization and management theories that are relevant to the administration of schools in Texas. Through reviewing, discussing, and writing about theory on complex organizations and organizational behavior, students will acquire professional knowledge needed for understanding processes, analyzing problems, developing services, and managing schools in Texas. To achieve the goals of this course, via course readings, lectures, activities and written assignments, the student will:

1. Critically examine the responsibility of the Texas principal in shaping campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (*TExES Competency 001; Standard II-Learner Centered Leadership and Campus Culture-TAC Rule §241.15; Principal Standard 4: School Culture-TAC Rule §149.2001*)*

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2. Critically review and analyze the governance system of Texas Public Education (*TExES Competency 007-009; Standard V-Learner Centered Organizational Leadership and Management-TAC Rule §241.15; Principal Standard 5: Strategic Operations-TAC Rule §149.2001*)
3. Historically examine and critically explore racial and ethnic groups in Texas to identify effective educational programming this is reflective of varied histories, cultures, hopes and aspirations of school children in Texas (*TExES Competency 001-006; Standard I-Learner Centered Values and Ethics of Leadership and Standard II-Learner Centered Leadership and Campus Culture and Standard VII- Learner Centered Instructional Leadership and Management-TAC Rule §241.15; Principal Standard 1: Instructional Leadership and Standard 3: Executive Leadership-TAC Rule §149.2001*)
4. Critically review and analyze management theories and empirical research on school leadership to determine the applicability of the theories to the roles and functions of school leaders in Texas (*TExES Competency 001-011; Standard I-Learner Centered Values and Ethics of Leadership, Standard III-Learner Centered Human Resources Leadership and Management, Standard V-Learner Centered Organizational Leadership and Management, Standard VI-Learner Centered Curriculum Planning and Development-TAC Rule §241.15; Principal Standard 1: Instructional Leadership, Principal Standard 2: Human Capital, Principal Standard 3: Executive Leadership, Principal Standard 4: School Culture and Principal Standard 5: Strategic Operations-TAC Rule §149.2001*)
5. Critically examine ethical school leadership and ethical decision making for school leaders in Texas that support the success of all students (*TExES Competency 003; Standard I-Learner Centered Values and Ethics of Leadership-TAC Rule §241.15; Principal Standard 3-Executive Leadership-TAC Rule §149.2001*)

COURSE REQUIREMENTS

Instructional Methods

Design of the Class:

This is a face-to-face class. However, all assignments will be submitted using the MyLeo Online learning media platform and thus, some obvious technological resources will be required.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case studies, independent research, and the direct teaching model.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from MyLeo Online (and all other university emails) will go to this account, so please be sure to check it regularly, daily. Conversely, you are to email me via

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the MyLeo Online email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc. and I will not check for your email in spam.

When sending me an email please be sure that you have the included your name, CWID, and Course Number (EDAD 515) in the subject line.

This class design is based on constructivist learning 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 to maximize their learning experiences. Each class may consist of several learning activities including (but not limited to) group discussion, student-led learning activities, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. For this class to be interesting and beneficial, each student is expected to 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:

- conscious of the class schedule and the requirements for each class,
- self-disciplined,
- eager to share with your classmates. Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

ASSIGNMENTS AND GRADING:

Completion of assignments

Each student is expected to work individually and/or with a group 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. Please attach your assignments as indicated in the course module. Please be mindful of your submission deadlines.

Text Reading Assignments:

The weekly assigned readings from the texts serve to provide you with strong theoretical contexts for your explorations into public education administration. The readings along with the threaded discussions allow for you and your classmates to extend your learning opportunities by seeing the concepts in the books through multiple perspectives.

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Threaded Text Discussions (20% of your grade):

You will be provided with a weekly discussion prompt. The discussion forums are the place where we share ideas and observations. You are expected to engage in an ongoing discussion/debate with your learning community peers throughout the week. Your contributions to the discussion forums will be graded for *quality not quantity*, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). You will be required to post your response first before you can see and respond to your peers' posts. You are required to post a minimum of TWO responses per week.

Your initial post and subsequent responses to your peers' posts should be supported by the readings and other instructional materials assigned during the week. Remember, you must use APA formatting when posting (All posts). Please refer to your APA Manual. Citation of your sources is required for ALL posts. Please do not attach documents in the discussion board.

Grading Criteria:

- The discussants will demonstrate an observable understanding of the content being discussed.
- The understanding will be at the critical thinking and synthesis level.
- The discussants will demonstrate an ability to engage the audience in a
- Discussion that is relevant to the content of the topics and related concepts.
- This can be done in a variety of ways including, but not limited to:
 - posing engaging questions;
 - eliciting responses;
 - engaging the learners in an activity or task.

The discussants will demonstrate the ability to effectively organize the discussion. This includes:

- keeping the discussion focused on the topic;
- providing structure (beginning arguments, closing arguments, wrap-up or synthesis);
- staying within the timeframe allotted for discussion;
- using effective media (if applicable).

The discussants will demonstrate the ability to respond to questions effectively. The discussants will demonstrate the ability to relate the concepts discussed in the articles to personal and professional experience by using examples from everyday practices.

Weekly Reflection Papers –(25% of your grade)

Reflection assignments are required weekly. You will be asked to reflect on the readings, videos and article assigned for each module. You will identify the Principal Standard and TExES Competency that is most aligned to the content presented for each respective module. You will then justify your selection. For example, if you believe that the content presented this week is most aligned to Principal Standard 2 and TExES Competency Five, share your rationale. Your rationale must include specifics from the instructional materials reviewed for this week. In the reflection, your beliefs, experiences, recommendations, or implications for current or future practice should be included.

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- For example--What does this practice mean to you as a current or aspiring administrator?
- How does this information assist you in doing a better job or being a better administrator?
- How would this information help your current administration in terms of their practices and implementation of policies and protocols?
- Were there two or three concepts that stood out to you-or scream to you that the framers of the policies were on the right track or completely wrong.

LEADERSHIP PAPER (25% of Grade)

This paper will be based on your reflections about new insights gained about School Leadership in Texas. To help you organize your paper and provide some structure to your reflection, your paper should have the following sections:

1. Title page
2. Body
 - a. Introduction-*What does it mean to be a School Leader in Texas*. Your first paragraph **MUST** include a brief summary of the demographics of students in the state of Texas. This data can be obtained from the TEA website—the data must be recent. This data should be written in summary form and not presented in a chart. Remember to provide the correct APA 7th edition citations. It's important to remember that Texas is a very DIVERSE state.
 - b. Provide an in-depth narrative of how your thoughts on the role of the principal have changed from the “you” as teacher to “you” as the Texas school leader. This should be viewed via the lens of the Principal Competencies and Standards—remembering all that you will do as a school leader should be guided by the Principal Competencies and Standards. Your narrative should be supported (via citations) by the instructional materials you have been presented thus far in this course.
 - c. Identify at least one "thought leader" (i.e., Pedro Noguera, Linda Darling-Hammond, Geoffrey Canada, Michael Fullan, a chapter author from the Vornberg & Hickey text etc.) that you have been introduced to thus far in this course that has caused you to "reflect" on leadership; changed your thinking about leadership; changed your thinking about students or schools; made you have an AHA moment- identify the "thought leader" and exactly what the "thought leader" said or DID and your response. Provide a detailed description of the impact the “thought leader” had on you--- be specific in describing how you believe this will impact your practice as a leader moving forward.
3. Conclude your paper with your expectations for this program in preparing you for the Principalship in Texas as well as your expectations for yourself as a novice Principal

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in Texas. (This section should be no more than a paragraph—no more than 1/3 of a page).

4. Reference page

This paper must include 3-5 pages of content (not including the title or reference pages). Papers should be double spaced, size 12 font (New Times Roman), and follow the format for papers as specified by the APA Publication Manual. It should also be free of technical errors (spelling, punctuation, proper use of grammar, etc.). While your paper is reflective in perspective—which means you can use “I”—it should otherwise be scholarly in tone and presentation.

Since your paper is reflective in content, you do not have to be concerned about providing me with the “right answer” or giving me what you think I want you to say. This paper is designed to provide you with the opportunity to solidify your thinking on the main ideas of the course, which in many ways will provide an important foundation for courses yet to come. However, your paper will be graded with several things in mind, including the quality and depth of your response. We have covered a great deal of material in this course, and I am looking for your ability to analyze, synthesize, integrate, and discuss cogently what you have learned. (*NOTE: The appropriate use of quotes and references will greatly enhance the quality of your paper.*)

**Pillar Project-Group Project
(30% of Grade)**

See corresponding course module for specific instructions, regarding this assignment.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

| | |
|------------------------|-----------------------|
| Discussions | 20 points |
| Reflection Writings | 25 points |
| Final Leadership Paper | 25 points |
| Pillar Project | 30 points |
| TOTAL POINTS | 100 Points |

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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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

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>

Interaction with Instructor Statement

E-mail is the best method to contact me during the week. TAMU-commerce D2L provides an efficient system of email for communication for class work and individual communication. I will check my e-mail each weekday. I am also available via cell phone if needed. If you would like to meet, please email me for an appointment. I will be happy to provide any reasonable support to help you succeed.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Graduate Attendance Policy (face to face/online)

A major component of this course is interaction with peers and the instructor. Each class member is expected to participate fully in discussions, projects, journaling etc. each week of the course. Learning will be segmented into weeks or modules. It is important to stay on schedule with the course calendar.

Examination Policy

Exams are to assess the students' ability to apply learning. Questions are of the analysis and synthesis level of learning and require the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy

Assignments will be available in class and under the weekly modules in D2L. Reading responses should be submitted in the D2L assignment drop box and saved as a .doc file unless specified otherwise.

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/studentGuidebook.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>

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

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](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/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

Website: [Office of Student Disability Resources and Services](#)

<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

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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 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.

Texas A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

EDAD 515 Course Calendar for Summer I 2023

June 5, 2023, through July 6, 2023

Face to Face Class Meetings: Thursdays (face to face) from 5:00 pm to 9:00 pm

| Modules | Assignments/Tasks | Due Dates |
|--|--|--|
| Module 1: History of Public Education June 5-June 11 | Class on Thursday, June 8 (5:00 pm-9:00 pm) | |
| | Module One Discussion Post | Friday, June 9, by 11:59pm, Initial Post |
| | Chapters 1 & 2 Vornberg/Hickey text | Sunday, June 11, by 11:59pm, Response to 2 peers |
| | Reflection Paper #1 | Wednesday, June 14, by 11:59 pm |
| Module 2: Students, Culture, and Schools in Texas June 12-June 18 | Class on Thursday, June 15 (5:00 pm-9:00 pm) | |
| | Module 2 Discussion Post | Friday, June 16, by 11: 59 pm, Initial Post Sunday, June 18 by 11:59 pm, Response to 2 peers |
| | Chapters 3 & 24 Vornberg/Hickey text | |
| | Reflection Paper #2 | Wednesday, June 21, by 11:59 pm |
| Module 3: Educational Leadership is No Accident June 19 -June 25 | Class on Thursday, June 22 (5:00 pm-9:00 pm) | |
| | Module 3 Discussion Post | Friday, June 23, by 11:59 pm, Initial Post Sunday, June 25, by 11: 59 pm, Response to peers |
| | Chapters 4 & 5 Vornberg/Hickey text | |
| | Leadership Paper | Wednesday, June 28, by 11:59 pm |
| Module 4: Leading and Managing the Change Process and the Principalship June 26-July 2 | Class on Thursday, June 29 (5:00 pm-9:00 pm) | |
| | No discussion post due this week. | No discussion post due this week. |
| | Chapters 6 & 9 Vornberg/Hickey text | |
| | Reflection Paper #3 | Wednesday, July 5, by 11:59 pm |
| Module 5: Communication with Stakeholders July 3 -July 6 | Class on Thursday, July 6 5:00pm-9:00 pm | |
| | Pillar Assignment-Group Project Presentations | Presentations will be demonstrated in class on Thursday, July 6, 5:00 pm- 9:00 pm |

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