



EDAD 569-02W Instructional Leadership
COURSE SYLLABUS
Spring 2024
March 18 – May 10

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D. Assistant Professor

Office Location: EDN #113A

Office Hours: Tuesday 9 a.m. – 2 p.m.

Virtual Office Hours: Thursday – See Class Schedule (D2L)

Office Phone: 903-886-5577 **Personal Cell Phone:** 903-245-8712

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: Email, Text, Call

Communication Response Time: 48 hrs. Immediate to 24 hrs on cell calls or texts.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Aguilar, E. (2020). Coaching for equity: Conversations that change practice. San Francisco, CA: Jossey-Bass

Marshall, C., & Olivia, M. (2010). Leadership for social justice (2nd ed.). Allyn & Bacon.

Bambrick-Santoyo, P. (2018). Leverage leadership 2.0: A practical guide to building exceptional schools. San Francisco, CA: Jossey Bass. ISBN: 978-1-119-49659-5 (pbk).

Marshall, K. (2013). Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-33672-4

Templeton, N.R. (2020). Voices from the Field: Building Capacity for Leadership and Social Change in Rural Schools. Ypsilanti, MI: ICPEL Press. ISBN: 978-1-7923-1902-0
To get this text see the information on the next page.

Here is the Lulu url for the Templeton book

- https://urldefense.proofpoint.com/v2/url?u=https-3A_www.lulu.com_en_us_shop_nathan-2Dtempleton_voices-2Dfrom-2Dthe2Dfield2Dbuilding-2Dcapacity-2Dfor-2Dleadership-2Dand-2Dsocial-2Dchange-2Din2Drural-2Dschoools_paperback_product-2D6w2k84.html-3Fpage-3D1-26pageSize-3D4&d=DwlGaQ&c=oqyuZuih6ykib6aKiBq22_bich4AVfYGoLertJN0bEc&r=1MnmSDvqrk90_rCC1Ps_4cRAfFupyKA4Np7wcHLtbg&m=ZCJ3XJA0wOmVYjW-gRKxOPdW5yVPy165jElzhQ-4wW4&s=6IghJamqK2pWACYc0Cb7KoItAixj2k8IHvYE4U_6cs&e=

Software Required

Microsoft Office Suite

Course Description

The scope of this course is designed to equip highly effective school leaders through a comprehensive analysis of improving teaching and learning through the intentional focus on instructional supervision and evaluation. Conceptual frameworks align with research-driven practices that prepare the novice principal to assess, plan, supervise and evaluate high leverage instructional practices that advance student learning and build educator capacity.

Prerequisites: EDAD 615, EDAD 619

Student Learning Outcomes (Should be measurable; observable)

The aspiring principal will demonstrate the ability to:

1. Understand the connection between social justice, democracy, and moral/transformational leadership [TAC]
2. Apply research driven practices to create, monitor and assess equitable classroom instruction and reduce the achievement gaps. [competency 004]

3. Analyze curricula to enhance teacher instructional capacity, including alignment, scope, and sociological, linguistic, cultural considerations. [competency 004]
4. Examine and utilize multiple forms of data to inform instructional practices, maximize student learning outcomes and develop human capital. [competency 005, 006]
5. Compose individualized professional development plans that support student growth measures by capturing teacher strengths and areas for development. [competency 004, 005, 006]
6. Investigate cycles of continuous improvement through reflection, self-assessment, and coaching. [competency 005]
7. Invest and manage time to prioritize the development, support, and supervision of staff to maximize student outcomes. [competency 006]
8. Facilitate collaborative structures that support professional learning communities. [competency 005]
9. Understand legal and ethical responsibilities regarding human capital management. [competency 006]

Texas 268 Principal Domains and Competencies

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) Competency 004

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL (Human Resource Management)
Competency 005

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

DOMAIN III — HUMAN CAPITAL (Human Resource Management)
Competency 006

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

COURSE REQUIREMENTS

The learner is required to access and navigate the learning management system, use Microsoft Word and PowerPoint, and use presentation and graphics programs. All written assignments require Microsoft Word.

Instructional Methods

This course is delivered completely online through the D2L Learning Management Platform. The course is structured so that content may be engaged in 7 modules. Each module begins on Monday of the week and concludes at 11:59 p.m. on Sunday of the week. The structure of each module contains an introduction to the material to be covered, assigned readings, and required assessments or activities. Each assessment, whether formal or informal, is designed for the aspiring principal to demonstrate synthesis of material and application of theory to practice. This application is referred to as Practitioner Pedagogy. To the latter point, the course culminates in a scaffolded Performance Assessment for School Leaders (PASL), designed to inform the aspiring principal how to lead the learning community.

Student Responsibilities or Tips for Success in the Course

For success in this course, please read all materials, lectures, and supplementary resources. Additionally, bear in mind that this is Graduate level inquiry; therefore, it is necessary to devote a minimum of 15-20 hours per week with the course content.

GRADING

EDAD 569 Module Assignment Grading Rubrics

Source: *CLAQWA (modified), Flateby & Metzger – University of South Florida*

Please refer to the EDAD 569 D2L shell for assignment grading rubrics. Please refer to each assignment rubric before providing feedback to your peers in the discussion threads and completing assignments.

Module Discussion Forums:

Each module within this course contains a discussion thread activity, which serves as a peer-review component for developing responses to Module Assignments. The sharing of feedback with your classmates is expected to strengthen the results of your assignment responses as you are exposed to a variety of ideas and are provided with constructive criticism for improvement. Please refer to the following course module discussion thread rubric.

EDAD 569 Discussion Thread Grading Rubric

| | |
|---|-------------------------|
| Timeliness of posting your initial work to allow sufficient time for peer feedback. Post by the Thursday prior to the Sunday module assignment date. | 0 1 2 3 |
| Quality of constructive feedback that you provide to at least <i>two classmates</i> in reviewing their work prior to the Sunday module assignment due date. | 0 1 2 |
| | Point Total = /5 |

Grading

You must complete all assignments with an A to earn an A in this course. Given the direct applicability of the content presented in this course for 268 and 368 principal certification preparation, it is a requirement to complete the Pillar Assignment in order to successfully pass the course, no matter the accumulation of points or grade average.

There are 245 possible points in this course. Final grades in this course will be based on the following scale:

| | |
|------------------|--------------|
| A = 90%-100% | 221 - 245 |
| B = 80%-89% | 196 - 220 |
| C = 70%-79% | 172 - 195 |
| D = 60%-69% | 147 - 171 |
| F = 59% or Below | 146 or lower |

Assessments

The following assessments will be used in the Calculation of the final course grade:

| | |
|-----------------------------|-------------|
| Discussions | SLO, 3,5 |
| Reading Assessments/Quizzes | SLO 1-8 |
| Assignments | SLO 4, 7 |
| PERFORMANCE ASSESSMENT | SLO 1-8 |
| Reflections/Observations | SLO 1, 5, 6 |

Policy on Late Work:

If you must be late on an assignment, please email the instructor with the reason and request an additional day for completion, which may or may not be granted.

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

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.

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

I am a former public school teacher, principal, assistant superintendent of curriculum and instruction, and superintendent preparing you, the aspiring campus administrator (PRINCIPAL); therefore, interactions with me are collaborative and productive, in a challenging atmosphere. I will do my best to coach you to greatness by seeing the best in you and building your inner capacity to excel in school leadership. Do not suffer in silence by sitting back and wondering. Wonder about the research behind operationalizing processes, procedures, and systems, but do not wonder about assignments. Contact me when you have done all you can to find answers to questions and concerns but cannot. Doing all you can means reading the entire lesson, following the links, re-reading, asking a study buddy, and then contacting me, your professor, if you are still stuck. Waiting until the last minute usually doesn't work as I might be working on several projects at one time and cannot get to you before your deadline so PLEASE contact me as soon as you know you are struggling with an issue so I can help you find the answers you need or lead you down the pathway of knowledge! Email, text, or call. In face-to-face classes, you have my undivided attention; therefore, take advantage of paying attention and absorbing all you can in class.

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.

Prepare - Participate – Produce
Read – Review – Respect – Reach High
Expect Excellence

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style

All papers must be written in accordance with the rules and guidelines of the 7th edition of the Publication Manual of the American Psychological Association (20). All citations and references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12c.p.i. (characters per inch), double-spacing, and one-inch margins.

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 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>

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/)

<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 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&MCommerce 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.

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

Department or Accrediting Agency Required Content

AI use in course [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE/CALENDAR

| MODULE | ASSIGNMENT | DATE DUE |
|---|--|-----------------------------------|
| Module 1 March 18 - 24 | View “Welcome to Course” Video & Introduce a Leadership activity you engagement you were involved in, within the last 2 weeks, to the class | March 24 On Zoom |
| | Read pp. 1-42 (Marshall) | |
| | Read pp. 1-18 and Chapter 1 (Bambrick-Santoyo) using Stop and Jot as a means of Reflective Practice | |
| | Making Research-Based Connections: Read Chapter 3 (Templeton) | |
| | Watch Instructional Video Clips 1, and 11-14. These videos appear within the module. Click <Instructional Resources> then <Videos> | |
| | Complete Module One Discussion (5 points) | March 24 - 11:59pm |
| | Complete Key Lever One Assignment (20 points) | March 24 - 11:59pm |
| | | |
| Module 2 March 25 - 31 | Read pp. 43-86 (Marshall) | |
| | Read Chapter 5 (Bambrick-Santoyo) using Stop and Jot as a means of Reflective Practice | |
| | Making Research-Based Connections: Read Chapter 1 (Templeton) | |
| | Click & Read < Teacher Selection Criteria> | |
| | <i>View Instructional Video Clips 27-34 to complete Key Lever 2 Assignment – These videos appear within the module under INSTRUCTIONAL RESOURCES. Click <Instructional Resources>then<Videos></i> | |
| | Complete Module Two Discussion (5 points) | March 31 - 11:59pm |
| | Complete Key Lever Two Assignment (20 points) | March 31 - 11:59pm |
| | | |
| Module 3 April 1 - 7 | Read pp. 235-256 (Aguilar) “Coaching for Equity” | |
| | (Marshall) | |
| | Read Chapter 3 (Bambrick-Santoyo) Use Stop and Jot for Reflective Practice | |
| | View Instructional Video Clip 15: Anderson – Do It (Practice) – Feedback Meeting. This video appears within the module. <i>Click <Instructional Resources>then<Videos></i> | |
| | Access Sample Mini-Observations with Exemplar Feedback in Instructional Resources | |
| | Complete Module 3 Discussion (5 points) | April 7 - 11:59pm |
| | Access Student Culture Rubric in Instructional Resources Use the Student Culture Rubric to Develop a Student Culture Plan of Action for your Campus; Module 3 Assignment 3A (20 points) | April 7 - 11:59pm |
| | Access Mini-Walk Instrument in Instructional Resources Complete Assignment 3B (20 points) | April 7 - 11:59pm |
| | | |

The syllabus/schedule are subject to change.

| Module 4 April 8-14 | Read pp. 25-75 (Aguilar) using Stop and Jot as you Read | Date Due |
|---|--|---------------------------|
| | Read pp. 87-122(Marshall) | |
| | Read Chapters 4 (Bambrick-Santoyo) | |
| | For your Professional Development: Read Chapter 10 (Templeton) | |
| | View Instructional Video Clip 20 Dowling – Do It (Practice) – Leading PD | |
| | View Instructional Video Clip 21: Dowling – Se It and Name It – Leading PD | |
| | Engage in Professional Practice using Stop and Jot as you read | |
| | Complete Assignment 4 (20 points) | April 14 - 11:59pm |
| | | |
| Module 5 April 15 - 21 | Read pp 211-233 (Aguilar) “Coaching for Equity” Read Chapter 7 (Marshall) Read Chapter 2 (Bambrick-Santoyo) Making Research Connections: Read Chapter 9 (Templeton) Complete Module 5 Discussion (5 points) | April 21 - 11:59pm |
| | View Rubrics in table 7.1 (Marshall) | |
| | View T-TESS Rubric in this module | |
| | View Handout: T-TESS Coaching Questions Flip Book for Principals in this module | |
| | Complete Assignment 5 (20 points) | April 21 - 11:59pm |
| | Complete Assignment 6 – Equity Audit pg. 57 (Aguilar) 50 points | April 21 - 11:59pm |
| | | |
| Module 6 April 22 – April 28 | Read pp. 275-300 (Aguilar) “Creating New Practices” Read Chapter 8 (Marshall) Making Research-Based Connections: Read Chapter 8 (Templeton) In preparation for the final project (PERFORMANCE ASSESSMENT), Read the two articles included in this module. | |
| | Complete Assignment 6 | April 28 - 11:59pm |
| | Review the Dyslexia Toolkit to satisfy TEC 228.30, which specifies the inclusion of “instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code” (TEC), 21.044b. While there is no assignment due in relation to the content, please download the pdf document and save for future use. | |
| | Begin working on the PERFORMANCE ASSESSMENT that is due in Module 7 | |
| | | |
| Module 7 April 29 – May 5 | View Video: Performance Assessment Overview Complete Performance Assessment [Alt A] (30 points) | May 5 - 11:59pm |
| Module 8 May 6 - 10 | Wrap Up | May 10 – 11:59pm |