



EDAD 569.02w Instructional Leadership

COURSE SYLLABUS: SUMMER 2024

INSTRUCTOR INFORMATION

Instructor: Major Nathan R. (Nate) Templeton, Ed.D.
Professor (Full Rank)

Office Location: Frank Young Education North #116
Office Hours: 10 a.m. – 3 p.m. (Tuesday & Thursday)
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Communication Response Time: Within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

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

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

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-2Dthe-2Dfield-2Dbuilding-2Dcapacity-2Dfor-2Dleadership-2Dand-2Dsocial-2Dchange-2Din-2Drural-2Dschoools_paperback_product-2D6w2k84.html-3Fpage-3D1-26pageSize-3D4&d=DwIGaQ&c=oqyuZuih6y kib6aKiBq22_bich4AVfYGoLertJN0bEc&r=1MnmSDv-qrk90_rCC1Ps_4cRAfFupyKA4Np7wcHLtbg&m=ZCJ3XJA0wOmVYjW-gRKxOPdW5yVPy165jElzhQ-4wW4&s=6Jgh-JamqK2pWACYc0Cb7KoItAixj2k8IHvYE4U_6cs&e=

Optional Textbook

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

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 he 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 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:

Late work is not accepted in this course. Any assignment (including the correct version of the assignment) or discussion not timely posted and/or submitted to the correct dropbox will receive zero points and will not be graded.

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

The syllabus/schedule are subject to change.

Interaction with Instructor Statement

This course is an on-line class. You will need access to an email account on a daily basis. I will be emailing during the course to communicate information, assignments, and other addenda. You need to check your myLeo email each day for these communications. You also need to periodically review updated announcements within the EDAD 569 course home page for updated information pertaining to this course.

If I request that you have a phone conference with me to discuss an assignment and you do not respond within a reasonable amount of time (24 hours), you will receive a zero on the assignment.

In order to complete your assignments, you will need to be proficient at MS Office programs, such as Word, Excel, PowerPoint, and Publisher. All assignments submitted electronically must be in MS Office formats. All assessments will receive feedback within 5 days of the module end date.

Please feel free to email me at nate.templeton@tamuc.edu if you have questions. Each of the seven modules within the EDAD 569 course shell has a link entitled *Module Q&A*, where you can post questions and review responses to questions that pertain to course information as you progress through this course. The Q&A is for general questions about assignments and/or course materials.

Please communicate with me in whichever form you are most comfortable (e-mail or through the *Module Q&A* Forums); however, avoid using the public forum for confidential matters. If you would prefer to correspond via telephone, you are welcome to do so. Please schedule a phone conference via email before you call me. Prior to asking a question, please quickly review previous responses within a particular *Module Q&A* forum as your question may already have been addressed. You are welcome to respond to a classmate's question if you can accurately address the issue.

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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

As a matter of professional responsibility, late work is not accepted in this course. Assignments will not be accepted nor graded beyond the final day of the course. Additionally,

this course does not allow for resubmission of assignments nor material for additional credit or grade change consideration.

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 (2020). 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 12 c. p. i. (characters per inch), double-spacing, and one-inch margins.

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).
<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](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedures 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx)
<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/>

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&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.

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

AI use policy [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 1: JULY 8-14

- View "Welcome to the Course" video
- Introduce yourself to the class in Student Lounge
- Read pp. 1-42 (Marshall)
- Read pp. 1-18 & 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)
- Complete Key Lever One Assignment (20 points)

MODULE 2: JULY 15-21

- 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>
- 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>.
- Complete Module Two Discussion (5 points)
- Complete Key Lever Two Assignment (20 points)

MODULE 3: JULY 22-28

- Read pp. 235-256 (Aguilar)
- Read pp. 43-86 (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. Click <Instructional Resources> then <Videos>.
- Access Sample Mini-Observations with Exemplar Feedback in Instructional Resources
- Complete Module Three Discussion (5 points)
- Access Student Culture Rubric in Instructional Resources
- Use the Student Culture Rubric to develop a Student Culture Plan of Action for Your Campus; MODULE THREE ASSIGNMENT 3A (20 points)
- Access Mini-Walk instrument in Instructional Resources
- Complete Assignment 3B (20 points)

MODULE 4: JULY 22-28

- Read pp. 25-75 (Aguilar) using **Stop and Jot** as You Read
- 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 - See It and Name It - Leading PD
- *Engage in Professional Practice using **Stop and Jot** as You Read
- Complete Assignment 4 (20 points)

MODULE 5: JULY 29 – AUGUST 4

- Read pp. 211-233 (Aguilar) “Coaching for Equity”
- Read Chapter 7 (Marshall)
- Read Chapter 2 (Bambrick-Santoyo)
- Making Research-Based Connections: Read Chapter 9 (Templeton)
- Complete Module 5 Discussion (5 points)
- 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)
- Complete Assignment 6 – Equity Audit p.57 (Aguilar) (50 points)

MODULE 6: AUGUST 5-8

- 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
- 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), §21.044(b). While there is no assignment due in relation to the content, please download the pdf document and save for future use.**
- **Complete required Mental Health Trainings (2)**
- **BEGIN WORKING ON THE PERFORMANCE ASSESSMENT DUE IN MODULE 7**

MODULE 7: AUGUST 5-8

- View Video: Performance Assessment Overview
- Complete Performance Assessment [Alt A] (30 points) Due by midnight MAY 11

*Submission of the Performance Assessment is required to receive a passing grade in the course. Therefore, failure to complete the Performance Assessment will result in the assigning of the grade of F for the course, irrespective of the current grade in the course.