



EDAD 554
Leading the Learning Community

COURSE SYLLABUS Fall 2024

Please Note: All assignments and due dates are subject to change at the discretion of the instructor. Students will be advised of changes via university email and announcement postings in myLeo Online.

Instructor: Nancy Bernardino

Office Hours: Via Zoom, by appointment

University Email Address: Nancy.Bernardino@tamuc.edu

Preferred Form of Communication: Email

Required Texts

Ballenger, J., Kemp-Graham, K., & Jiang, M. (2021). Research-based strategies and best practices for aspiring school leaders: A resource guide for the TExES principal exam (268) and the performance assessment (PASL). USA: Sentia Publishing. ISBN 978-1-7346884-

COURSE INFORMATION

Required Materials

Principal Preparation Exam 268. Study Materials TExES 268 Principal Preparation Exam Manual. Download at https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_PrepMaterials.html

PASL Preparation Exam 368 Study Materials; <https://www.ets.org/s/ppa/pdf/pasl-candidate-educator-handbook.pdf>

COURSE DESCRIPTION

This course is the capstone course that develops candidates for exemplary school leadership as evidenced by student knowledge, dispositions, and performance ability to promote the success of all students by exercising visionary, collaborative, instructional, organizational, political, and globally competent leadership.

COURSE OBJECTIVES

Through the activities of the TAMU-Commerce Principal Preparation Program and this capstone course, students will demonstrate mastery in the following areas:

- Leadership and campus culture,
- Values and ethics of leadership,
- Instructional leadership and management,
- Human resources leadership and management,
- Communication and community relations,
- Organizational leadership and management, and
- Curriculum planning and management.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND TEXES COMPETENCIES

- TAC Rule §241.15 Principal Standards I-VI
- TExES Competencies 001-011

STUDENT LEARNING OUTCOMES

Student Learning Outcome #1

At the end of this capstone course, the student will exhibit their acquisition of the requisite skills and knowledge of *Instructional Leadership* required of an entry-level Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school-level case studies that demonstrate that the Texas school leader is responsible for ensuring every student receives high-quality *instruction* (TExES Competency 003-004; Standard III-Leading Learning-TAC Rule §241.15; Principal Standard 1-TAC Rule §149.2001)

Student Learning Outcome #2

At the end of this capstone course, the student will exhibit their acquisition of the requisite skills and knowledge of Human Capital required of an entry-level Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school-level case studies that demonstrate that the Texas school leader is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school. (*Competency 005-006; Standard IV-Human Capital- TAC Rule §241.15; Principal Standard 2-TAC Rule §149.2001*)

Student Learning Outcome #3

At the end of this capstone course, the student will exhibit their acquisition of the requisite skills and knowledge of Executive Leadership required of an entry-level Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school-level case studies that demonstrate that the Texas school leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes. (*Competency 007-008; Standard V-Executive Leadership and Standard II-Leading Learning TAC Rule §241.15; Principal Standard 3-TAC Rule §149.2001*)

Student Learning Outcome #4

At the end of this capstone course, the learner will exhibit their acquisition of the requisite skills and knowledge of School Culture required of an entry-level Principal in Texas by successfully and actively engaging in all course activities including the critical analysis of school-level case studies that demonstrate that the Texas school leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students. (*Competency 001-002; Standard II-School Culture- TAC Rule §241.15; Principal Standard 4-TAC Rule §149.20*)

COURSE OUTLINE AND EXPECTATIONS

DESIGN OF THE CLASS

This class is designed on constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate-level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

CLASS PARTICIPATION

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully in all activities and assignments to maximize their learning experience. This web-based course will be made up of several learning activities including (but not limited to) lecture notes and clarification, reflection activities, individual learning activities, and written papers. Students must be prepared to lead and/or enter discussions, ask relevant questions, and share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

ONLINE CLASS ENVIRONMENT

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

GRADING

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

Grades will be determined on a percentage basis. Your final course grade consists of the following:

Assessments	Number	Total Points
Constructive Response	3	30
What's My Competency?	6	60
Pre/Post Interactive Principal Exam	2	20
Study Plan	1	10
Mental Health Trainings	2	20
Key Words Quiz	1	10
Grand Total		150

*Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the instructor in assessing student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor. **No late work will be accepted.** **Any work submitted in D2L will be considered your final product and can be graded before the deadline.***

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/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>

<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.

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



COURSE CALENDAR
August 26 (First Class Day)- October 18 (Last Class Day)

MODULE 1: Pre-Test TExES 268)

All tasks are due Sunday, Sep. 1, at 11:59pm

1. Read **Pages 1-5** in Ballenger et al. (2021) textbook
2. View Video and Review--**Overview of 268 PPT**
3. Take the **interactive practice principal exam** (pre-test). Upload the score report to the appropriate assignment link
4. Based on the results of your Practice Exam—**Complete Study Plan template and upload to assignment link**

MODULE 2: School Culture

All tasks are due Sunday, Sep. 8, at 11:59pm

1. Read Chapter entitled "**School Culture**" in the Ballenger et al. text
2. Complete **What's My Competency-Domain I**
3. Complete **Constructed Response Characteristics Assignment**

MODULE 3

All tasks are due Sunday, Sep 15 at 11:59pm

1. Read Chapter entitled "**Leading Learning**" in the Ballenger et al. text
2. Complete **What's My Competency-Domain II**
3. Complete **Constructed Response Format Structure Assignment**

MODULE 4

All tasks are due Sunday, Sep 22, at 11:59pm

1. Read Chapter entitled "**Human Capital**" in the Ballenger et al. text
2. Complete **What's My Competency--Domain III**
3. Complete **Constructed Response Rubric Analysis Assignment**

MODULE 5

All tasks are due Sunday, Sep 29, at 11:59pm

1. Read Chapter entitled "**Executive Leadership**" in the Ballenger et al. text
2. Complete **What's My Competency--Domain IV**

MODULE 6

All tasks are due Sunday, Oct. 6, at 11:59pm

1. Read Chapter entitled "**Strategic Operations**" in the Ballenger et al. text
2. Complete **What's My Competency--Domain V**
3. Take **All Key Terms Quiz**

MODULE 7

All tasks are due by Sunday, Oct. 13, at 11:59pm

1. Read Chapter entitled "**Ethics, Equity and Diversity**" in the Ballenger et al. text
2. **Complete the Post Test- Interactive Principal Exam**

Module 8

*All tasks are due by **FRIDAY, Oct. 18, at 11:59pm***