



**EDAD 569-01W Instructional Leadership
COURSE SYLLABUS
Summer II 2025
JULY 7 – AUGUST 7**

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D. Assistant Professor

Office Location: EDN #203A

Office Hours: Tuesday 9 a.m. – 2 p.m.

Virtual Hours As Needed and Scheduled Individually Per Student

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

University Email Address: Sharon.Ross@etamu.edu

Preferred Form of Communication: Email, Text, Call

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

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.

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=DwIGaQ&c=oqyuZuih6ykib6aKiBq22_bich4AVfYGoLertJN0bEc&r=1MnmSDvqrk90_rCC1Ps_4cRAfFupyKA4Np7wcHLtbg&m=ZCJ3XJA0wOmVYjW-grKxOPdW5yVPy165jElzhQ-4wW4&s=6JghJamqK2pWACYc0Cb7KoItAixj2k8IHvYE4U_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 contain 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
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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 East Texas A&M University 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@etamu.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 ETAMU 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>

ETAMU 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 East Texas A&M University 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

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.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

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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>

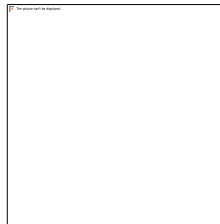
Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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.etamu.edu/counsel

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.



<http://telusproduction.com/app/5108.html>

Department or Accrediting Agency Required Content
AI use in course [Draft 2, May 25, 2023]

East Texas A&M University 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

EDAD 569

MODULE	ASSIGNMENT	DATE DUE
Module 1 July 7-13	View “Welcome to Course” Video & Introduce a Leadership activity you engagement you were involved in, within the last 2 weeks, to the class	July 13
	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)	July 13 - 11:59pm
	Complete Key Lever One Assignment (20 points)	July 13 - 11:59pm
Module 2 July 7-13	Read pp. 43-86 (Marshall)	July 13-11:59pm
	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)	July 13 - 11:59pm
	Complete Key Lever Two Assignment (20 points)	July 13 - 11:59pm
Module 3 July 14-20		
	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 3 Discussion (5 points)	July 20 - 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)	July 20- 11:59pm
	Access Mini-Walk Instrument in Instructional Resources Complete Assignment 3B (20 points)	July 20 - 11:59pm
Module 4 July 21-27	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)	July 27- 11:59pm
Module 5 July 21-27	Read Chapter 7 (Marshall) Read Chapter 2 (Bambrick-Santoyo) Making Research Connections: Read Chapter 9 (Templeton) Complete Module 5 Discussion (5 points)	July 27 - 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)	July 27 - 11:59pm
	Complete Assignment 6 – Equity Audit pg. 57 (Aguilar) 50 points	July 27 - 11:59pm
Module 6 July 28- Aug.3	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	August 3 - 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 Aug. 3-7	Wrap-Up View Video: Performance Assessment Overview Complete Performance Assessment [Alt A] (30 points)	August 7: 11:59pm