



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS
EDLD 5355 (#80146) LEADERSHIP OF DIVERSE LEARNING COMMUNITIES

FALL 2017 SEMESTER

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INSTRUCTOR'S PERSONAL STATEMENT

Communication, collaboration, relationship development, and community engagement – key components of a capacity-building learning organization – are the topics for this course. Anchoring these topics are the powerful themes of social entrepreneurship and equity for excellence. What an incredible learning opportunity! It is a privilege to facilitate our journey through the course materials and activities.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online delivery mode with 35% of the learning in four face-to-face class sessions and 65% in an online format through the TAMUCT Canvas Online Learning System. You will use your university username and password to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

The face-to-face class sessions are scheduled to meet from 1-5 pm at TAMUCT Warrior Hall on the following Saturdays: September 9 and 30, October 28, and December 2. All other course activities will be completed through the Canvas online learning system. Any changes in the schedule will be announced by message through the Canvas online learning system beginning on August 28th, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available by university email (beddins@tamuct.edu) on weekday evenings should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT email. A COURSE SELECTED BIBLIOGRAPHY IS INCLUDED ON THE CANVAS COURSE SITE.

UNILERT INFORMATION

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://TAMUCT.org/UNILERT>

COURSE INFORMATION

COURSE DESCRIPTION

The study of diverse prek-12 school communities with an emphasis on ethical issues dealing with leadership, governance, and policy development. Processes for identifying and ameliorating issues associated with demographic and cultural differences are utilized to facilitate internal and external community engagement focused on equity and excellence.

(prerequisites: EDAK 500, 501, 539, & 545 or department chair approval)

STUDENT LEARNING OUTCOMES

Students will be able to:

1. Interpret the social networks of internal and external communities to design a path forward for communication and collaboration in diverse learning organizations. (D1, D7, F9)
2. Engage in focused and appropriate professional conversations with members of diverse school communities to increase effectiveness of communication and collaboration. (D2, D3, F1, F6, F9, F10)
3. Diagnose and leverage relational systems issues that more effectively facilitate effective interaction among diverse school community members to support capacity building. (D1, D7, D8, F1, F2, F10)
4. Generate culture, leadership, and practice strategies to solve social and economic equity issues and approach excellence in diverse learning communities. (D6, D7, F4, F6, F8)
5. Utilize processes of community engagement and social entrepreneurship to involve internal and external members, particularly parents, in the work of diverse learning communities. (D2, D4, D5, F2, F4, F6, F10)

STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15 adopted 9.1.16) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The six standards are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity. This course is designed to focus specifically on the following Texas standards:

- Standard D Executive Leadership (skill statements 1-9)
 - Standard F Ethics, Equity, and Diversity (skill statements 1, 2, 4, 6, 8, 9, 10)
- (http://texreg.sos.state.tx.us/public/readtacSext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15)

NOTE: the Principal TExES competencies are in revision and will be added to syllabus as available.

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA)
 - Standard 1 Mission, Vision, & Professional Norms (skill statement D)
 - Standard 2 Ethics & Professional Norms (skill statements B, D, E)
 - Standard 3 Equity & Cultural Responsiveness (skill statement A-H, emphasis at school level)
 - Standard 5 Community of Care and Support for Students (skill statements A-F)
 - Standard 8 Meaningful Engagement of Families & Communities (A-H)

<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>
- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
 - Standard 1 Mission, Vision, & Core Values (skill statement 1.4)
 - Standard 3 Equity & Cultural Leadership (skill statements 3.1, 3.2, 3.4)
 - Standard 5 Community and External Leadership (skill statements 5.1-5.4)
 - Standard 8 Internship and Clinical Practice (skill statement 8.1)

<http://www.npbea.org>

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating and sustaining community engagement, conducting conversations that can transform relationships and provide high-yield results, and examining relational systems in order to maximize productivity. The following are required textbooks (**texts new to this course). Specific reading assignments are outlined in this syllabus and posted on Canvas course site. AN ADDITIONAL SELECTED COURSE BIBLIOGRAPHY IS INCLUDED ON CANVAS COURSE SITE.

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bernhardt, V. (1999). *The School Portfolio: A Comprehensive Framework for School Improvement*. Larchmont, NY: Eye on Education. (9781883001643)
- Bernhardt, V. (2002). *The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous Improvement*. Larchmont, NY: Eye on Education. (9781930556218)
- **Chadwick, K. (2004). *Improving Schools through Community Engagement*. Thousand Oaks, CA: Corwin Press. (9780761938217)
- **Deal, T., Purinton, T., & Waetjen, D. (2009). *Making Sense of Social Networks in Schools*. Thousand Oaks, CA: Corwin Press. (9781412954440)
- **DuFour, R., Eaker, R., & DuFour, R., editors. (2005). *On Common Ground: The Power of Professional Learning Communities*. Bloomington, IN: Solution Tree. (9781932127423)
- **Freire, P. (2000). *Pedagogy of the Oppressed*. New York: Continuum. (9780826412768)
- Herasymowych, M., & Senko, H. (2008). *Complexity, Relationships and Strange Loops: Reflexive practice guide*, 2nd ed. Calgary, Alberta, CA: MHA. (97809737697910)
- Herasymowych, M., & Senko, H. (2007). *Navigating through complexity: Systems thinking guide*, 2nd ed. Calgary, Alberta, CA: MHA Institute. (9780973769777)
- **Linton, C. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin. (9781412995177)
- **Martin, R., & Osberg, S. (2007). *Social Entrepreneurship: The Case for Definition*. Stanford Innovation Review. Retrieved from http://ssir.org/images/articles/2007SP_feature_martinosberg.pdf.
- **Scott, S. (2017 enhanced version). *Fierce conversations: Achieving Success at Work & in Life, One Conversation at a Time*. New York: Berkley Books. (9780425193372)

COURSE REQUIREMENTS**COURSE REQUIREMENTS**

Online Dialogue - Equity 101: The Equity Framework (SLO# 4) (140 pts total—20 pts for each dialogue)
(Schedule: 9.13-15/ch 1; 9.16-18/ch 2; 10.2-4/ch 3; 10.5-7/ch 4; 11.13-15/ch 5; 11.16-18/ch 6; 11.19-21/ch 7)

Students will engage in seven three-day online dialogues concerning the ideas, information, and processes focused on equity and excellence that are found in the seven chapters of the course text, *Equity 101: The Equity Framework*. Each student will complete an equity framework for his/her current professional setting. Additional instructions will be included on the Canvas course site.

(assessment: 20 pts x 7 dialogues = 140 pts collaborative participation rubric)

Diverse Learning Community Case Study (Leighton School) (180 pts total – assignments below)

Students will work with other class members in small learning community group settings to complete several Leighton School case study assignments. The case study situation is similar to what principals might meet within their administrative practice related to issues of equity and excellence. After discussion of the case, each team will submit the following:

- **Social Networks Analysis at Leighton School** (SLO# 1) (40 pts – due 10.1)

As a case study group, use the skills learned from the Deal et al text to depict a professional influence social network analysis of relationships at Leighton School. Your case study group should act as the somewhat new school leadership team who understands the need to identify avenues of professional influence. Based on your experience as a school leader, you may add 16 additional members of the Leighton School case study to round out the "cast of characters" involved. These would be personalities that you would normally find in any school setting such as Leighton. After all the players are in place, develop schematics of the following networks: task, friendship, power, and culture. Be sure to note any bottlenecks, bridges, stars, and isolates within each network. Then, craft and submit an APA-formatted written narrative that has four parts: (1) an introduction to social networking and the Leighton School situation, (2) a short description of each of the folks involved, (3) an explanation of each of the four networks that you have depicted, and (4) a summary of what you know and how you know what you know about the social landscape behind the green door at Leighton. Be sure to attach the four network schematics that you have created, either in the narrative or at the end of the paper. Don't forget a cover page and a reference page; first person okay.
(assessment: 40 pts written product rubric)

- **Fierce Conversations at Leighton School** (SLO# 2) (40 pts – 10.21)

As a case study group, set the stage and develop written scripts for the four different types of fierce conversations that need to take place in situations at Leighton School (Scott, *Fierce Conversations*). As you did in e-learn one with the social networks assignment (where you added up to 16 additional members of the Leighton School Community), your group should act as the somewhat new leadership team who understands the need to have powerful (FIERCE) conversations with stakeholders in the school setting. These conversations must "fit" the situations in which they are held. Use APA format as appropriate (first person okay) in the final written document which should contain an introduction to getting fierce about conversations in the school community, the four scripts preceded by background stage setting information for each script, and a conclusion which reflects your group's thinking about the use of fierce conversations in the school setting. A reference page should be provided. The four conversations are:

 - Team Conversation – engagement by teams in fictionless debates that interrogate multiple competing realities leading to excellent decisions.
 - Coaching Conversation – engagement by individuals in conversations that increase clarity, improve understanding, and provide impetus for change.
 - Confrontation Conversation – engagement by individuals and teams in conversations that successfully resolve attitudinal, performance, or behavior issues.
 - Decision Tree/Delegation Conversation – engagement in conversations that clarify responsibilities, and raise individual accountability so that goals are achieved and leaders are able to take on more complex responsibilities.

(assessment: 40 pts written product rubric)

- **Technical Systems Analysis at Leighton School** (SLO# 3) (40 pts – due 11.3)

Utilizing the navigating through complexity systems thinking course text by Herasymowych and Senko and a provided template, each case study group will develop a systems analysis/plan to leverage systems change for the following issue/situation at Leighton School - **the need to effectively serve English language learners**. The group will map the systems archetypes present in the situation, select the best possible leverage points for the noisiest archetypes, and develop an action plan to create positive improvement in the system. Each group will submit the completed template including systems maps, leverage points, and an action plan.
(assessment: 40 pts systems thinking template)

- Online Dialogue: Strange Loops in Reflexive Practice** (SLO# 3) (20 pts – dates 11.2)

As in systems thinking (in EDAK 539 where you diagnosed archetypes or patterns in the system related to a need for more effective processes), relational or reflexive practice also looks for patterns - in relationships rather than processes this time - that can be identified and leveraged. As you read Herasymowych and Senko's *Complexity, Relationships, and Strange Loops: Reflexive Practice Guide*, you will gain an understanding of: 1) a specific relational pattern called a strange loop pattern that is used as a practical tool for analyzing and understanding workplace relationships; 2) the six loop patterns that are based on the strange loop patterns, and finally, 3) the six possible reflexive (mindful) choices that are possible in dealing effectively with all types of relational systems. Participate in the online dialogue about strange loops and reflexive practice to gain additional insight and learn the process. (assessment: 20 pts dialogue - collaborative participation rubric)
- Relational Systems Analysis at Leighton School** (SLO# 3) (40 pts – due 11.7)

As in systems thinking (in EDAK 539 where you diagnosed archetypes or patterns in the system related to a need for more effective processes), relational or reflexive practice also looks for patterns - in relationships rather than processes this time - that can be identified and leveraged. Utilizing the *Reflexive Practice Guide* (Herasymowych & Senko) and a provided relational analysis template, students will work as a case study group to complete the development of a relational systems analysis that addresses the internal/ external **relational system (Nan, Mark, Georgia, Superintendent)** and the complex **relationship between Nan and Georgia** at Leighton School including an action plan designed to cause the relationship between Nan and Georgia to thrive. (assessment: 40 pts relational analysis template)

Community Engagement Written Plan/Presentation (SLO# 5)

(60 pts – due 12.5; plan/presentation delivered by 12.12; feedback by 12.13)

Utilizing the Chadwick course text and other resources, participate in an online conversation about community engagement (11.19-26 see Canvas e-learn four). Then, with this new learning, additional data about your school, and input from your principal mentor, develop an APA-formatted written analysis and plan in response to a need to maximize community engagement, particularly parent involvement, in your professional school setting. The plan should be created (with your facilitation) by a stakeholder team that represents your school community and through a lens of social entrepreneur leadership (innovative and inclusive) related to the issues and school community roles you are addressing. The written plan/paper should include the following parts that have been generated by the team: (1) start with an introduction to frame the issues and opportunities (use SWOT analysis template) that you and the team have selected related to increased engagement (be sure to include what's working, what's not, etc. as well as any pertinent information/data from and linkage to your school's Equity Lens - attach completed Lens to paper and share copies in presentation); (2) fully identify who serves on your stakeholder team, including both external and internal members with their names (include a Stakeholder Analysis Grid that informs your team membership choices) as well as a team charge, SMART goals, and charter; (3) a specific plan that your team develops including both techniques to better understand the constituents and strategies to encourage constituent action; (4) steps to sustain your engagement plan; and (5) a conclusion about what you think will happen if you are asked to implement the plan (be sure to include positive technical process archetypes you hope will emerge and negative archetypes that you are think may emerge in implementation). Along with any team members who can join you, present your plan to a group of leaders (including your principal) at your school. Each group member who views your presentation will complete a feedback form (form attached in Canvas). You will submit one copy of the paper, presentation materials, completed Equity Lens/SWOT Analysis/Stakeholder Analysis for your school, and a presentation feedback form with the average of scores from all participants. If you make a videotape of your presentation, please post the video on the Community Engagement Conversation site above so it can be viewed by all of us. (assessment: 20 pts presentation feedback; 40 pts written product rubric)

NOTE: This assignment is one of several program benchmarks that will be placed in your student record as evidence that you are making progress towards principal certification. You will want to pay close attention to the assignment description, the written product rubric, and your APA manual to ensure that you submit a quality paper.

Mentor Consultations/Reflections (SLO# 1-5) (40 points each/120 points total – due 10.1, 11.11, 12.15)

Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals using focusing questions (the WHAT), make notes of the session (SO WHAT), and write reflections (NOW WHAT). Each principal consultation will align with specific e-learn focus areas that have just been completed and a look forward to the next e-learn focus. The third mentor consultation should also include a preview the next semester's courses (EDAK 507 Leadership of Human Resources & EDAK 509 Legal Issues in Educational Leadership). A Mentor Consultation Record/Reflections template is provided in Canvas.

(assessment: 40 pts agenda/reflection template)

Professional e-Portfolio Collection – Collaboration Additions (SLO# 1-5) (40 pts – due 12.13)

Expand your professional portfolio that you started in EDAK 500 Foundations of Educational Leadership by developing the section for the concept **Collaboration** (see your 500 syllabus if you need a reminder about the portfolio). Include in your e-portfolio collection **Collaboration** section a one-page reflective anchoring essay about **Collaboration** (related to principal standard D/executive leadership) just as you did for Integrity in EDAK 500. APA style should be used as appropriate. Locate and include in your e-portfolio collection two artifacts and completed reflection forms showing evidence of your knowledge, skill, and values related to **Collaboration** and principal standard D/executive leadership. As evidence that you have completed the **Collaboration** section, attach the anchoring essay and artifact reflections to this assignment in Canvas.

(assessment: 40 pts professional portfolio rubric)

School e-Portfolio Collection – Partnership Additions (SLO# 1-5) (40 pts – due 12.13)

Expand your School Portfolio (Bernhardt, 1999, Eye on Education) case study started in EDAK 501 Research in Educational Leadership by developing the **Partnership** section. Add the **Partnership** continuum (rubric rated by highlighting), the accompanying **Partnership** story (customize school portfolio writing template for leadership), any items you find that are on the **Partnership** items list, and any additional items that you have included in the **Partnership** story. As evidence that you have completed the **Partnership** section, post the additions to the appropriate Canvas assignment.

(assessment: 40 pts school portfolio rubric)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (SLO# 1-5) (40 pts – due 12.15)

Beginning in EDAK 500, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective **FIT2LEAD** format, students will share their own “read” and that of their mentor principal related to the state principal standards studied in EDAK 516 and 555 during the semester. Additionally, the student, the mentor, and both instructors will assess discrete leadership skills using the **SCHOOL LEADERSHIP COMPETENCY INVENTORY**. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward.

(assessment: 40 pts analysis and planning template completion)

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted.* In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 558 of 620 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 496 of 620 points must be earned. Maximum points for each assignment are in ().

- On-line dialogues - *The Equity Framework* (7x20=140 pts)
- Case study - small group social network analysis (40 pts)
- Case study - small group fierce conversations (40 pts)
- Case study - small group technical systems analysis (40 pts)
- Case study - small group relational systems analysis (20/online dialogue+40/analysis=60 pts)
- Community engagement plan/presentation/feedback (40/plan+20/presentation feedback=60 pts)
- Mentor Consultation Reflections (3x40=120 pts)
- Professional e-Portfolio Collection Collaboration Additions (40 pts)
- School e-Portfolio Collection Partnership Additions (40 pts)
- Fit2Lead Analysis/Plan (40 pts)

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the Canvas course site.

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

| Dimensions | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|--|---|
| Dimension 1: Engagement | Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective | | Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective | | Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior | |
| Dimension 2: Summary | Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts | | Generally demonstrates an organized and logical examination of major themes and concepts | | Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth | |
| Dimension 3: Connections/ Critique | Unique and insightful connections and critique linking major themes/c oncepts, prior learning, current research and the field of practice | | Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice | | Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice | |
| Dimension 4: Mechanics/ Communication Skills | Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity | | Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity | | Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity | |

WRITTEN PRODUCT ASSESSMENT RUBRIC

| Dimensions | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|--|---|
| Dimension 1: Engagement | Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion | | Introduction, body, and conclusion provide logical flow of ideas that engages reader | | Product lacks structure and coherence to engage reader in a meaningful flow of ideas | |
| Dimension 2: Summary | Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts | | Generally demonstrates an organized and logical examination of major themes and concepts | | Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth | |
| Dimension 3: Connections/ Critique | Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice | | Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice | | Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice | |
| Dimension 4: Mechanics/ APA Format | Mechanically sound and follows APA format with less than two errors (mechanical or formatting) | | Mechanically sound and follows APA format, with two to three errors (mechanical or formatting) | | Not mechanically sound; four or more mechanical and/or formatting errors | |

CLASS PRESENTATION ASSESSMENT RUBRIC

| Dimensions | 5 | 4 | 3 | 2 | 1 | 0 |
|---|--|---|--|---|--|---|
| Dimension 1: Engagement | Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion | | Introduction, body, and conclusion provide logical flow of ideas that engages audience | | Product lacks structure and coherence to engage reader in a meaningful flow of ideas | |
| Dimension 2: Summary | Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts | | Generally demonstrates an organized and logical examination of major themes and concepts | | Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth | |
| Dimension 3: Connections/ Critique | Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice | | Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice | | Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice | |
| Dimension 4: Mechanics/ Communication Skills | Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors | | Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation | | Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation. | |

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO DEVELOPMENT

| Area | Exceptional 8-10 | Acceptable 3-7 | Unacceptable 0-2 |
|--------------------------------------|--|--|--|
| Conceptualization | Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards, as well as a high degree of insight regarding their interdependence with professional practice. | Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice. | Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice. |
| Coherence | Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative ideas. | Student's leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas. | No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear. |
| Personal/ Professional Growth | Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided learning and growth. | Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth. | Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth. |
| Presentation | Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are not mechanical errors to detract from the presentation. | Ideas are expressed in a clear fashion. Connectedness between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors. | Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract. |

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

| Area | Exceptional 8-10 | Acceptable 3-7 | Unacceptable 0-2 |
|--------------------------------------|--|--|--|
| CONCEPTUALIZATION | Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system. | Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system. | Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system. |
| COHERENCE | Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas | Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas. | No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear. |
| PERSONAL/ PROFESSIONAL GROWTH | Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions. | Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs. | Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps. |
| PRESENTATION | Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation. | Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors. | Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation. |

Note: Rubric adapted from materials used in *The School Portfolio* (Victoria Bernhardt) and Marshall University Leadership Studies Program

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the link on the TAMUCT Canvas logon page. This is a **CRITICAL** step as these settings are important for when you take an exam or submit an assignment. Your ability to function within the Canvas system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues in advance of deadlines.*

Technology Support

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

EDAK 555 FALL 2017 COURSE CALENDAR*

| COURSE CALENDAR TOPIC KEY | | | |
|---|-----------|--|------------|
| TOPIC I: USING SOCIAL NETWORKS | | | |
| Learning Outcome: Analyze social networks of internal and external communities to craft path forward for learning organization communication and collaboration. | | | |
| TOPIC II: ENSURING EFFECTIVE CONVERSATIONS | | | |
| Learning Outcome: Engage in professional conversations with school community members to increase effectiveness of communication/cooperation/collaboration. | | | |
| TOPIC III: LEVERAGING RELATIONAL SYSTEMS | | | |
| Learning Outcome: Diagnose and leverage relational systems issues that define organizational interaction to effectively facilitate collaboration & capacity building. | | | |
| TOPIC IV: SOLVING EQUITY ISSUES | | | |
| Learning Outcome: Generate culture, leadership, and practice strategies to solve social and economic equity issues and approach excellence. | | | |
| TOPIC V: ENGAGING THE COMMUNITY/ BECOMING A SOCIAL ENTREPRENEUR | | | |
| Learning Outcome: Utilize processes of community engagement to involve diverse school communities (internal and external) in the work of learning organizations. | | | |
| Topic | Timeframe | Learning Assignment | Completion |
| August 28-September 8 Introductory Work | | | 9.2 |
| V | 8.28-9.2 | Individual Introductory Read: <i>On Common Ground: The Power of Professional Learning Communities</i> (DuFour, Eaker, DuFour, editors) | 9.2 |
| V | 8.28-9.2 | Individual Introductory Read: <i>Social Entrepreneurship: The Case for Definition</i> http://skollfoundation.wpengine.netdna-cdn.com/wp-content/uploads/2010/09/2007SP_feature_martinosberg.pdf | 9.2 |
| IV | 9.4-9.8 | Online Dialogue: <i>Pedagogy of the Oppressed</i> (chapters 1- 4) | 9.8 |

September 9th - F2F Course Orientation (1-5 pm)

| September 11-October 1 e-learn 1: SOCIAL NETWORKS: CREATING CONNECTIONS BEHIND THE GREEN DOOR | | | |
|---|-----------|--|-------------|
| IV | 9.11-13 | Online Dialogue: <i>The Equity Framework: Finding Equity</i> (ch 1) | 9.13 |
| IV | 9.14-16 | Online Dialogue: <i>The Equity Framework: Defining Equity</i> (ch 2) | 9.16 |
| I | 9.17-22 | Individ Read & Map (phone a friend coaching): <i>Making Sense of Social Networks in Schools</i> (Deal) | 9.22 |
| I | 9.23-10.1 | Case Study Group Work: Leighton School Social Networks Analysis | 10.1 |
| <i>Initial Mentor Consultation/Reflection (EDAK 516/555) – meet during week before</i> | | | <i>10.1</i> |

September 30th - F2F Communication Work Session (1-5 pm)

| October 2-October 21 e-learn 2: GET FIERCE: THE CONVERSATION IS THE RELATIONSHIP | | | |
|--|------------|---|-------|
| IV | 10.2-4 | Online Dialogue: <i>The Equity Framework: Framing Equity</i> (ch 3) | 10.4 |
| IV | 10.5-7 | Online Dialogue: <i>The Equity Framework: Personal Equity</i> (ch 4) | 10.7 |
| II | 10.8-15 | Individual Reading & Make a Date Conversations: <i>Fierce Conversations</i> (Scott) | 10.15 |
| II | 10.21 | Case Study Group Work: Fierce Conversations at Leighton School | 10.21 |
| October 23-November 11 e-learn 3: STRANGE LOOPS: BUILDING MINDFUL RELATIONSHIPS THROUGH REFLECTIVE PRACTICE | | | |
| III | 10.23-11.3 | Online Dialogue: <i>Strange Loops Reflexive Practice Guide</i> (Herasymovych/Senko) | 11.3 |
| October 28 - F2F MHA Systems Work Session (1-5 pm) | | | |
| III | 10.28-11.2 | Case Study Group Work: Leighton School Technical Systems Analysis (EDAK 539 review) | 11.2 |
| III | 11.3-7 | Case Study Group Work: Leighton School Relational Systems Analysis | 11.7 |
| IV | 11.8-10 | Online Dialogue: <i>The Equity Framework: Institutional Equity</i> (ch 5) | 11.10 |
| <i>Second Mentor Consultation/Reflection (EDAK 516/555) – meet during week before</i> | | | 11-11 |
| November 13-December 2 e-learn 4: MEANINGFUL PARTNERS: ENGAGING SCHOOL COMMUNITIES | | | |
| IV | 11.13-15 | Online Dialogue: <i>The Equity Framework: Professional Equity</i> (ch 6) | 11.15 |
| IV | 11.16-18 | Online Dialogue: <i>The Equity Framework: Moral Equity</i> (ch 7) | 11.18 |
| IV | 11.19-26 | Online Conversation & Examples: <i>Improving Schools Through Commun Engagement</i> (Chadwick) | 11.26 |
| V | 11.27-12.2 | <i>Development of Community Engagement Plan & Presentation Tools</i> | 12.2 |
| December 2 - F2F Course Reflections (1-5 pm) | | | |
| December 4-December 15 e-learn 5: SOCIAL ENTREPRENEURSHIP: UTILIZING DIVERSITY | | | |
| V | 12.4-5 | <i>Finalization of Community Engagement Plan & Presentation Tools</i> | 12.5 |
| V | 12.6-12 | Presentation of Community Engagement Plan to School Leadership Team | 12.12 |
| V | 12.6-12 | Community Engagement Presentation Ratings by School Leadership Team due | 12.13 |
| I-V | 8.5-10 | School e-Portfolio Additions - Partnerships | 12.13 |
| I-V | 8.5-10 | Professional e-Portfolio Additions - Collaboration | 12.13 |
| I-V | 8.5-10 | FIT2LEAD CONTINUOUS IMPROVEMENT PLANNING & ANALYSIS | 12.15 |
| <i>Third Mentor Consultation/Reflection (EDAK 516/555) – meet during week before</i> | | | 12.15 |

Important University Dates:

August 28, Add/Drop/Late Registration begins
 August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
 September 1, Priority Deadline to Submit Graduation Application
 September 4, Labor Day, CAMPUS CLOSED
 September 5, Last day to drop 1st 8-week classes with no record
 September 13, Last day to drop 16-week classes with no record
 September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
 October 6, Deadline to submit graduation
 October 20, Last day to withdraw from the University (1st 8-week classes WF)
 October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
 October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
 October 30, Last day to drop 2nd 8-week classes with no record
 November 10, Veteran's Day
 November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
 November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
 November 23-24, Thanksgiving, CAMPUS CLOSED
 December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
 December 15, Last day to file for Degree Conferral (Registrar's Office)
 December 15, Commencement (End of Fall Term)
 December 25-January 1, WINTER BREAK

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu. Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or

by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall. Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

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