



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS

## EDLD 5316 LEADERSHIP OF EFFECTIVE INSTRUCTION

### SUMMER 2018 SEMESTER

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### MODE OF INSTRUCTIONAL DELIVERY

This course utilizes a blended delivery model with 65% online course and 35% face to face. The online component uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]. The face to face meeting dates are June 9, June 23, July 14, and August 4.

### STUDENT-INSTRUCTION INTERACTION

Class meeting dates are June 9, June 23, July 14, and August 4.

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, text message, and social media. All students are automatically enrolled in UNILERT through their MyCT email account. Connect at [www.TAMUCT.edu/UNILERT](http://www.TAMUCT.edu/UNILERT) to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

## COURSE INFORMATION

### COURSE OVERVIEW AND DESCRIPTION

The study of instructional leadership emphasizes the appropriate use of instructional practices within the framework of theory and research to enhance organizational effectiveness and improve school culture. EDLD 5316 will provide practical and relevant examples from the field of education with a balance of research to allow students to engage in the difficult decisions and challenges faced by 21<sup>st</sup> century school leaders.

### COURSE OBJECTIVE

The purpose of EDLD 5316 Leadership of Effective Instruction is to support aspiring principals in developing an understanding of the instructional leadership skills necessary to become effective campus principals. The course will require students to develop a general knowledge and understanding of the use of student performance outcomes and data-driven decision making in the areas of curriculum,

instruction, data gathering and analysis, goal setting, conferencing, team building, and teacher coaching and mentoring.

COURSE-LEVEL LEARNING OBJECTIVES (CLO's)/STUDENT LEARNING OBJECTIVES (SLO's)

**The student will be able to:**

1. Facilitate, monitor, and analyze instructional programs, curriculum alignment, and classroom instruction best practices that promote student learning. (B2, 3, 4, 6, 7)
2. Ensure use of multiple forms of data, assessment, technology, collaboration, and planning to maximize student development and learning. (B5, 8, 9, 10, 11)
3. Cultivate supportive practices such as coaching, mentoring, and setting of high expectations to develop the instructional and leadership capacity of the staff to increase student learning and eliminate achievement gaps. (B1, 9)
4. Utilize practices for Advancing Educational Leadership to execute approved programs and research-based practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students. (B1-11, D1, 2, 7, 8, 9, F2, 4, 8)

**Standards-Based Competency Goals Statements (certification or standards)**

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. The seven standards are (1) Learner-Centered Values and Ethics of Leadership, (2) Learner-Centered Leadership and Campus Culture, (3) Learner-Centered Human Resources Leadership and Management (4) Learner-Centered Communications and Community Relations, (5) Learner-Centered Organizational Leadership and Management, (6) Learner-Centered Curriculum Planning and Development, and (7) Learner-Centered Instructional Leadership and Management. This course focuses specifically on and provides in-depth learning related to the following Texas standards:

- 19TAC 241.15 Standard G - Learner-Centered Instructional Leadership
- 19TAC 241.15 Standard B - Leading Learning (Instruction)

In addition the course will address the following state exam competencies and national standards:

- TExES Competencies—005 Instructional Program
- Professional Standards for Educational Leaders—Standard 4 (Curriculum/Instruction/Assessment)

REQUIRED READING AND TEXTBOOKS

**The following are required texts. Each will serve program and course needs in varying roles and purposes:**

Bernhardt, V. (1999). *The school portfolio: A comprehensive framework for school improvement*. Larchmont, NY: Eye on Education. (ISBN 9781883001643)

Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous improvement*. Larchmont, NY: Eye on Education. (ISBN 9781930556218)

Downey, C., Steffy, B., Poston, W., & English, F. (2009). *50 ways to close the achievement gap* (3<sup>rd</sup> ed). Thousand Oaks, CA: SAGE Publications. (ISBN 9781412958981)

Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin. (ISBN 9781412994309)

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. (ISBN 9780871207173)

McKenzie, K. & Skrla, L. (2011). *Using equity audits in the classroom to reach and teach all students*. Thousand Oaks, CA: SAGE Publications. (ISBN 978141298677)

Tomlinson, C., & Murphy, M. (2015). *Leading for differentiation: Growing teachers who grow kids*. Alexandria, VA: ASCD. (Paperback ISBN 9781416620808; PDF E-Book ISBN 9781416620822)

## COURSE REQUIREMENTS

### **Advancing Educational Leadership (AEL) Certification (CLO/SLO #4)**

Advancing Educational Leadership (AEL) training is a scripted program prepared by the Texas Education Agency and is based on clock hours. In order to be recommended for AEL Certification, students may not miss any certification hours. Therefore, attendance and participation in all certification sessions and completion of all assignments is required. TEA charges a \$75 fee for AEL Certification which will be collected from each student at the first face-to-face AEL session. (Assessments: included in AEL materials)

### **Applied Reading Review (CLO/SLO #1, 2)**

(50 points)

Using Marzano's *What Works in Schools*, students will complete a written review including each of the elements below. The applied reading review should be three to five pages excluding the cover page and reference page. APA format is required. Applied Reading Review Elements include: (1) a purpose statement (a brief statement of the main idea of the entire book); (2) an analysis of the essential points contained in the book; (3) a personal application of the material; and (4) cover page and reference page. (Assessment: Written Product Rubric)

### **Collaborative Dialogue Linked to Reading (CLO/SLO #1-4) (30 pts each – 120 pts)**

Students will engage in a series of **four online dialogue sessions** via the Canvas course site concerning reading assignments topics. Each discussion is specifically linked to the reading assignment as a lead-in or follow-up learning activity. Following the original response to the discussion prompt for the dialogue, students will respond to the reflection of at least three other students, creating an online conversation about the readings. Students are expected to provide timely, honest, thoughtful responses that are reflective of **prior readings** and experiences. Consideration of ideas differing from one's own perspective is required. Each student is expected to post an **original response** by the determined date, followed by at least **three (3) responses** to the postings of other students before the assignment closes on the final day. (Assessment: Collaborative Discussion Rubric)

### **Reflective Journaling Based on Guided Observations (CLO/SLO #1-4) (30 pts each – 120 pts)**

Each student will be required to submit **four (4) journal reflections** with documentation over time to the instructor posted to the assignment on TAMU-CT Canvas. These journals will serve as a reflection on the thoughts and progress toward professional growth as an administrator/educator. Personal journal reflections should be an examination of and reflection on actions and observations in relation to preparation as an instructional leader, and developed over time. Critical incidents or experiences related to administration/supervision may be analyzed and discussed in relation to current experience and/or insights gained through new knowledge, skills or values derived from the courses of study. The reflective journal is to be built upon throughout the semester.

(Assessment: Written Product Rubric; APA format not required.)

**Evaluation of Standards** (CLO/SLO #1, 2) (30 points each – 90 pts total)

Each student will evaluate standards and recommend changes using *50 Ways to Close the Achievement Gap*. The templates found in *50 Ways* for Standard #3 (page 137), Standard #4 (page 203), and Standard #6 (page 284) must be used to evaluate the district and/or campus status, with a column added for analysis for each strategy. Analysis results and the resulting recommendations should be typed in Word format then posted to the assignment. (Assessment: [Written Product Rubric](#))

**Equity Audit Process** (CLO/SLO #1, 2) (40 points)

Using *Equity Audits in the Classroom to Reach and Teach All Students*, students will develop a process for auditing equity in their schools. The audit framework should demonstrate understanding of the specific and practical application of the audit processes for providing academic achievement equity in schools. The process must include a supporting resource or resources such as surveys, data documentation charts, instructional data walks, or other forms of analysis for each of the following sections: (1) teaching and learning, (2) discipline, (3) parental involvement, and (4) programmatic equity. APA format is **not** required and would not be an effective presentation for this assignment. References should be included. (Assessment: [Written Product Rubric](#))

**Mentor Consultations/Reflections** (CLO/SLO #1-4) (40 points each – 120 pts total)

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 mentor consultations are facilitated by the student: **set agendas using focus topics related to the required reading and collaborative discussion**, set meeting times and locations, interview principals, document meeting notes, and write reflections. Each mentor consultation will align with a specific learning focus area. Use the Mentor Consultation template to document the meeting and your reflection and attach it to the assignment. (Assessment: [Mentor Reflections Template](#))

**Benchmark Assignment: Coaching Protocol** (CLO/SLO #3, 4) (40 points)

For this assignment, the student will investigate the process for becoming an Impact School through targeted, consistent professional learning that is done with teachers rather than to teachers. Each student will develop a Coaching Protocol for his or her future campus to assure implementation of Knight's Big Four critical instructional areas: (1) content, (2) formative assessments, (3) instruction, and (4) community building. The Protocol should include the process for instructional coaching and professional development. As appropriate, resources from the Impact Toolkit, Bernhardt, AEL, course texts, and other resources should be included. The Coaching Protocol will be added to the Student Achievement section of the School Portfolio. APA format is **not** required and would not be an effective formal for the presentation of this assignment. References should be included. (Assessment: [Coaching Protocol Template](#)) **Note: The Coaching Protocol 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.** Pay close attention to the assignment description and expectations to ensure that you submit a quality product.

**FIT2LEAD Continuous Improvement & Competency Inventory** (CLO/SLO #1-3) (40 points)

Beginning in EDAK 500, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified leadership standards and skills (19 TAC §241.15 and §149 BB). Utilizing the updated reflective **FIT2LEAD** format, students will share their own "read" and that of their mentor principal related to the state principal standards studied during the semester. Additionally, the student and mentor will assess the discreet leadership skills using the ***School Leadership Competency Inventory***. Students will complete all sections of the FIT2LEAD Continuous Improvement Analysis and Planning template: FeedBack, FeedForward, and GrowForward. (Assessment: [FIT2LEAD TEMPLATE & COMPETENCY INVENTORY](#))

**Professional e-Portfolio Additions – Teaching and Learning** (CLO/SLO #1-4) (40 points)

The student will expand the Professional Portfolio began in EDAK 500 Foundations of Educational Leadership by developing the section for the concept of Teaching and Learning. Write and include a one-page reflective anchoring essay about Teaching and Learning (related to principal standard #6 instruction). APA style should be used as appropriate. Locate and include in the e-Portfolio two artifacts and completed reflection forms showing evidence of knowledge, skill, and values related to Teaching and Learning. Place the additions in the Teaching and Learning tab of the Professional e-Portfolio and make the e-Portfolio available to the professor for assessment. (Assessment: Professional e-Portfolio rubric.)

**School e-Portfolio Additions – Student Achievement** (CLO/SLO #1-4) (40 points)

The student will expand the School Portfolio (Bernhardt, 1999) case study started in EDAK 501 by developing the Student Achievement section. Add the Student Achievement Continuum (rubric rated by highlighting), the accompanying Student Achievement Story (use school portfolio writing template for leadership), any items you find that are on the Student Achievement Items list, and any additional items that you have included in the Student Achievement Story. As evidence that you have completed the Student Achievement section, place the additions in the Student Achievement tab of the Student e-Portfolio and make the e-Portfolio available to the professor for assessment.

(Assessment: School e-Portfolio rubric)

**GRADING CRITERIA RUBRIC AND CONVERSION**

The instructor will determine grades for the course assignments and assessments through the use 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. *You are expected to attend and participate (Collaborative Participation Rubric) in f2f class sessions AND complete and submit all assignments to be eligible for an A in the course.* 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: **630** minimum accrued points (90% of 700)

To earn the Grade of B: **560** minimum accrued points (80% of 700)

Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance or absences. In addition to specific suggestions and/or criteria given in individual assignments, the grading criteria and rubrics on the next two pages will be used in the course.

**A---90 to 100**

**B---80 to 89**

**C---70 to 79**

**D---60 to 69**

**F---0 to 59**

WRITTEN PRODUCT ASSESSMENT RUBRIC						
Dimensions	5	4	3	2	1	0
<b>Dimension 1: Engagement</b>	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	
<b>Dimension 2: Summary</b>	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	
<b>Dimension 3: Connections/ Critique</b>	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	
<b>Dimension 4: Mechanics/ APA Format</b>	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	

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC						
Dimensions	5	4	3	2	1	0
<b>Dimension 1: Engagement</b>	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	
<b>Dimension 2: Summary</b>	Consistently demonstrates an organized, succinct, and polished synthesis of major themes and 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	
<b>Dimension 3: Connections/ Critique</b>	Unique and insightful connections and critique linking major themes / concepts, 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	
<b>Dimension 4: Mechanics/ Communication Skills</b>	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	

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

**CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO**

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
<b>CONCEPTUALIZATION</b>	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, 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.
<b>COHERENCE</b>	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 development of 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.
<b>PERSONAL/ PROFESSIONAL GROWTH</b>	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 self-assessment of 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.
<b>PRESENTATION</b>	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 mechanical errors detract .

Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

**CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT**

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
<b>CONCEPTUALIZATION</b>	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.
<b>COHERENCE</b>	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.
<b>PERSONAL/ PROFESSIONAL GROWTH</b>	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 and 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.
<b>PRESENTATION</b>	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



### COLLABORATIVE DISCUSSION AND REFLECTIVE JOURNAL TOPICS

	Text	Collaborative Discussion	Reflective Journal	Mentor Consult Focus
1	<p>Marzano, R. (2003). <i>What works in schools: Translating research into action</i></p> <p>Downey, C., Steffy, B., Poston, W., &amp; English, F. (2009). <i>50 ways to close the achievement gap</i> (Intro, p. 1-14)</p> <p>AEL Theme(s):</p> <ul style="list-style-type: none"> <li>• Creating Positive School Culture</li> </ul>	<p>Take the “Snapshot Survey of School Effectiveness Factors” on page 179 (Marzano). Based on your results that highlight areas for improvement, focus on those problems that will respond most readily to intervention, and propose a plan using the 11 strategies that will likely increase student performance at your campus. Describe the effective leadership behaviors that will be necessary to implement the plan, including insights from <i>50 Ways</i>. What challenges do you foresee when implementing the plan?</p>	<p>Marzano described five school-level factors that have a significant impact on student achievement, while Downey et al identified six standards for high performing schools creating constancy of purpose. Describe specific leadership behaviors associated with an effective leader at your campus or in your district that is implementing the school-level factors. How do these behaviors lead to student equality and equity, following the “doctrine of no surprises?” Cite personal examples if applicable.</p>	<p>Leadership for high-performing schools.</p> <p>Factors that lead to school effectiveness.</p>
2	<p>McKenzie, K. &amp; Skrla, L. (2011). <i>Using equity audits in the classroom to reach and teach all students</i>.</p> <p>Downey, C., Steffy, B., Poston, W., &amp; English, F. (2009). <i>50 ways to close the achievement gap</i> (Stand 3)</p> <p>AEL Theme(s):</p> <ul style="list-style-type: none"> <li>• Vision, Mission, Goals</li> <li>• Improving Instruction</li> <li>• Managing Data and Processes</li> </ul>	<p>Compare and contrast the equity audit concept for schools described by McKenzie and Skrala with other school improvement / planning processes used at your school or in your district.</p>	<p>Examine your district’s most recent PBMAS report, School Report Card, and TAPR report and identify areas in need of improvement. <b>Observe classrooms in those program areas and visit with teachers and administrators.</b> Reflect on your findings of PBMAS indicators, student performance, and program effectiveness at your campus, discussing how the PBMAS indicators overlap TAPR.</p>	<p>Not applicable.</p>
3	<p>Tomlinson, C., &amp; Murphy, M. (2015). <i>Leading for differentiation: Growing teachers who grow kids</i></p> <p>Downey, C., Steffy, B., Poston, W., &amp; English, F. (2009). <i>50 ways to close the achievement gap</i> (Standard 4)</p> <p>AEL Theme(s):</p> <ul style="list-style-type: none"> <li>• Improving Instruction</li> </ul>	<p>Read the Education Week commentary posted by Jim DeLisle and by Carol Ann Tomlinson and debate the merits of each view.</p> <p>How will you cultivate deep adult learning on your campus and encourage productive conversations that nourish growth?</p>	<p>The leader of a school that changes and grows in positive ways generates an environment and learning opportunities for teachers that support change. Describe specific leadership behaviors associated with fostering the use of effectively differentiated classrooms. How has this demanding and complex task been handled by the campus leadership?</p>	<p>Campus RTI process.</p> <p>Differentiation and mastery learning.</p> <p>Standard #3. Standard #4.</p>
4	<p>Knight, J. (2011). <i>Unmistakable impact: A partnership approach for dramatically improving instruction</i></p> <p>Downey, C., Steffy, B., Poston, W., &amp; English, F. (2009). <i>50 ways to close the achievement gap</i> (Stand 6)</p> <p>AEL Theme(s):</p> <ul style="list-style-type: none"> <li>• Developing Self and Others</li> <li>• Improving Instruction</li> </ul>	<p>Research supports coaching as a model for significant improvement in teaching and learning. However, several roadblocks impede progress, such as alignment of staff development, ineffective school improvement plans, and principals who are underprepared to be instructional leaders. Describe how as a campus principal you will impact the alignment of professional development activities and resources to assure that those activities have an unmistakable impact on teaching and student learning.</p>	<p><b>Take the time for two or more learning-focused conversations,</b> including a new teacher and an experienced teacher (5 or more years), discussing workshops that make an impact, learning teams, and communication. Reflect on coaching options and activities that you would implement during your first year as a campus leader for support and professional growth.</p>	<p>Teacher mentoring and growth.</p> <p>Campus and district staff development alignment to goals.</p> <p>The learning environment.</p> <p>Standard #6.</p>



**EDLD 5316 CALENDAR OF ASSIGNMENTS AND ACTIVITIES\***

	Date	Topic	Assignment Due
1	<b>Objective 1:</b> Facilitate instructional programs and classroom instruction that are conducive to student learning.		
	e-learn #1 6/4-6/17	Powerful Learning and High-Yield Classrooms	Applied Reading Review – Marzano (40) Dialogue Original Post & Responses(30 total) Reflective Journal (30) Mentor Consultation (40) <b>ABOVE DUE 6/17</b>
	Marzano, R. (2003). <i>What works in schools: Translating research into action</i> Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Intro, p. 1-14)		
2	<b>Objective 2:</b> Ensure responsiveness to diverse factors affecting students' development and learning.		
	e-learn #2 6/18-7/1	Classroom Audits for Excellence and Equity	Dialogue Original Post & Responses (30 total) Reflective Journal (30) Standard #3 (30) Equity Audit Process (40) <b>ABOVE DUE 7/1</b>
	McKenzie, K. & Skrla, L. (2011). <i>Using equity audits in the classroom to reach and teach all students.</i> Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Standard 3)		
3	<b>Objective 3:</b> Cultivate supportive practices such as coaching and mentoring that develop the instructional and leadership capacity of the staff to increase the effectiveness of classroom instruction.		
	e-learn #3 7/2-7/15	Leading for Differentiation	Dialogue Original Post & Responses (30 total) Reflective Journal (30) Standard #4 (30) Mentor Consultation (40) <b>ABOVE DUE 7/15</b>
	Tomlinson, C., & Murphy, M. (2015). <i>Leading for differentiation: Growing teachers who grow kids</i> Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Standard 4)		
4	<b>Objective 3:</b> Cultivate supportive practices such as coaching and mentoring that develop the instructional and leadership capacity of the staff to increase the effectiveness of classroom instruction.		
	e-learn #4 7/16-7/29	Partnerships for Creating Impact Schools	Dialogue Original Post & Responses (30 total) Reflective Journal (30) Standard #6 (30) Coaching Protocol (100) <b>ABOVE DUE 7/29</b>
	Knight, J. (2011). <i>Unmistakable impact: A partnership approach for dramatically improving instruction</i> Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Standard 6)		
5	<b>Objective 4:</b> Develop and utilize practices for Advancing Educational Leadership.		
	e-learn #5 7/30-8/10	Creating Positive School Culture Vision, Mission, and Goals Developing Self and Others Improving Instruction Managing Data and Processes	Mentor Consultation (40) Fit2Lead Analysis & Competency Inventory (40) Professional e-Portfolio (40) School e-Portfolio – Achievement (40) <b>ABOVE DUE 8/10</b>

Specific instructions for each E-Learning unit are outlined within Canvas. This course outline and calendar serves as a broad overview that is to be printed and displayed in a prominent location in your work space. For successful completion of this course, candidates will need to follow the calendar for readings and assignments. Any additional course readings, videos, Web content, etc., will be provided in Canvas.

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

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

Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

### Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

*Please let the support technician know you are an A&M-Central Texas student.*

## 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](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 Academic 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) web page [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 related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

**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-4pm Monday-Thursday during the summer with online hours available Monday-Thursday 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](#) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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](mailto: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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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#### **OPTIONAL POLICY STATEMENTS:**

##### **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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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].

#### **INSTRUCTOR POLICIES.**

*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.*

##### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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