



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

SYLLABUS (ONLINE BLENDED)  
EDLD 5300-110 (CRN# 10300) FOUNDATIONS OF EDUCATIONAL LEADERSHIP

SPRING 2019 SEMESTER

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#### INSTRUCTOR'S PERSONAL STATEMENT

This is an introductory experience on your educational leadership journey. You will engage in many learning activities that will provide a foundation for your graduate work as well as your professional role as an administrator. While the course clearly takes an initial "big picture" view of school leadership and examines the evolution of leadership theory, it focuses heavily on moral and ethical leading and deciding, essential anchors for an effective school leader. EDLD 5300 will most probably alter the way you think about school leadership, and perhaps more importantly, provide you with clarity to see who you are and might become as a person, educator, and leader. I am pleased to serve as your instructor for this course.

#### MODE OF INSTRUCTIONAL DELIVERY

This course will use an online blended 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 in room 315 from 1-5 pm at TAMUCT Warrior Hall on the following Saturdays: Jan 26<sup>th</sup>, Feb 23<sup>rd</sup>, Mar 23<sup>rd</sup>, and May 4<sup>th</sup>. 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 January 14th, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available for virtual office hours from 6-10 pm on Monday-Thursday evenings and by email ([beddins@tamuct.edu](mailto:beddins@tamuct.edu)) at any time should issues or questions arise. Emails will be returned in 24-48 hours. Face-to-face appointments may be scheduled by TAMUCT email.

#### 911 CELLULAR

Emergency Warning System for Texas A&M University – Central Texas

911Cellular 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 911 Cellular through their myCT email account. Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## COURSE INFORMATION

### COURSE DESCRIPTION

Study lenses of power, influence, ethics, and leadership theory. Compare personal diagnoses of leadership, learning, and personality strengths to the knowledge and skill set needed for leadership of prek-12 schools.

Prerequisites: TAMUCT graduate-level admission.

The *purpose* of this course is to provide aspiring principals with foundational knowledge and skill to become grounded school leaders. Students use the lenses of power, influence, ethics, and leadership theory to compare their personal diagnoses of leadership, learning, and personality strengths to the knowledge and skills needed for learning leadership in PK-12 schools. This course utilizes literature on **three strands of learning: leadership theory, effective PK-12 leadership, and ethical leading/deciding**.

The *structure* of the course is a simple layout. The course is divided into **three course strands - leadership theory, effective PK-12 leadership, and ethical leading/deciding**. Then, tasks, assignments, due dates, and assessment methods for each strand are clearly explained within five specific e-learn modules. Learning in each e-learn timeframe builds on previous learning within one of three strands of the course, so success in the course is dependent upon the successful completion of each set of learning activities in each timeframe. The initial f2f Orientation session provides introductory activities as well as a preview of the course, while the additional f2f work sessions adds value to online learning by providing a workshop environment for peer- and instructor-coached activity/assignment development. Students are responsible for all learning requirements as detailed in the syllabus and posted in e-learn modules 1-5 on the Canvas course site.

### COURSE LEARNING OBJECTIVES

- Understand and apply the knowledge of the evolution of leadership theory for use in crafting a personal leadership theory of action for use in leading PK-12 schools.
- Understand and launch the development of the knowledge and skills that school leaders must possess to facilitate the collaborative, capacity-building work of PK-12 schools.
- Understand and engage in the development of the unique knowledge and skills that a school leader must use to ensure equity and excellence for all students engaged in the moral enterprise of schooling.

### STUDENT LEARNING OUTCOMES (STATE PRINCIPAL STANDARDS ALIGNMENT)

Students will be able to:

1. Demonstrate a working knowledge of the evolution of leadership theory as it relates to PK-12 school leadership. (D1, F1, F4)
2. Compile a profile of personal strengths and developmental challenges related to components of at least twelve prominent leadership theories in the literature. (D1, D2)
3. Recognize and differentiate the use of prominent leadership theory components by leaders in PK-12 school communities. (F1, F4)
4. Utilize the professional standards for school leadership knowledge and skill set to initially analyze personal readiness for school leadership, devise a learning plan to build additional leadership strength, and create a repository of evidence and reflections that tracks personal growth over time. (D1, D2, F4, F8)
5. Generate a personal leadership philosophy and a code of conduct based on moral integrity, ethical principles, and the 19TAC §247.2 Educator's Code of Ethics for use in effective leadership in PK-12 school communities. (F2, F4, F8)
6. Apply moral principles, ethical dilemma patterns, ethical models, and other tools to diagnose ethical dilemmas and generate sound decisions within the complex environment of PK-12 school communities. (D7, D8, D9, F1, F2, F4, F8)

### STANDARDS FOR PRINCIPAL CERTIFICATE

**Texas Principal Standards** (posted on Canvas course site)

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) 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, 2, 7, 8, 9)  
Standard F Ethics, Equity, and Diversity (skill statements 1, 2, 4, 8)  
([http://texreg.sos.state.tx.us/public/readtac\\$ext.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](http://texreg.sos.state.tx.us/public/readtac$ext.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))

**Principal TExES 268/PASL domains/competencies** (posted on Canvas course site)

The following Principal TExES (268/PASL) domains and competencies from the certification test framework are emphasized in this course:

DOMAIN III HUMAN CAPITAL

- Competency 005 Staff Evaluation and Supervision (skill statement E)

DOMAIN IV EXECUTIVE LEADERSHIP

- Competency 008 Organizational Collaboration & Change Management (skill statements B-D)

DOMAIN VI ETHICS, EQUITY, & DIVERSITY

- Competency 011 Ethical Leadership (skill statements A, B, C, F)

**In addition the course will address the following nationally-recognized standards:**

- *Professional Standards for Educational Leaders* (NPBEA) (posted on Canvas course site)  
Standard 1 Mission, Vision, & Core Values (skill statement D)  
Standard 2 Ethics & Professional Norms (skill statements A-F)  
Standard 3 Equity & Cultural Responsiveness (skill statement H)  
Standard 10 School Improvement (skill statement A, B)  
<http://www.npbea.org>
- *National Educational Leadership Preparation Standards* (NPBEA Building Level) (posted on Canvas course site)  
Standard 1 Mission, Vision, & Core Values (skill statement 1.4)  
Standard 2 Ethics and Professional Norms (skill statements 2.1-4)  
Standard 3 Equity and Cultural Leadership (skill statement 3.1)  
Standard 8 Internship and Clinical Practice (skill statements 8.1, 8.3)  
<http://www.npbea.org>

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the literature and research concerning (1) principles and concepts of leadership theory; (2) ethical theories, principles, and ethical practice; and (3) campus leadership. Specific resources used in the course for informing the student about the role of the campus leader are the required texts, required supplemental readings, student research, interaction with practitioners, personal experience, and additional resources supplied by the instructor. Specific reading assignments are outlined in this syllabus and posted on Canvas course site. A selected course bibliography is included on Canvas. The following are required texts:

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. (9781433805615)
- Bolman, L., and Deal, T. (2010). *Reframing the Path to School Leadership: A Guide for Teachers and Principals* (2<sup>nd</sup> ed). Thousand Oaks, CA: Sage. (9781412978194)
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum. (9780826412768)
- Herasymowych, M., and Senko, H. (2005). *Learning Styles Questionnaire LSQ Interpretation Guide*. Calgary, Alberta, CA: MHA Institute. (9780973769715)
- Herasymowych, M., and Senko, H. (2008). *Solving Real Problems in Real Time: Action Learning Guide* (2<sup>nd</sup> ed). Calgary, Alberta, CA: MHA Institute. (9780973769784)
- Kaser, J., Mundry, S., Stiles, K., and Loucks-Horsley, S. (2013). *Leading Every Day: Actions for Effective Leadership* 3<sup>rd</sup> ed. Thousand Oaks, CA: Corwin. (9781452260938)

Northouse, P. (2018). *Leadership Theory and Practice paperback/bundle (8<sup>th</sup> ed)*. New York: Sage. (978-1544326443)

Starratt, R. (2004). *Ethical Leadership*. New York: Jossey-Bass (Wylie). (9780787965648)

Wallace Foundation (January 2013). *The School Principal as Leader: Guiding Schools to Better Teaching & Learning (expanded ed)*. <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx>

## COURSE REQUIREMENTS

### COURSE ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)

#### **Leading Every Day: A Reflective Journal** (SLO #4) (120 pts – specific due dates below)

(Bk 1/Days 1-15 by 2.9) (Book 1/Days 16-31 by 2.28) (Book 2/Days 1-15 by 3.25) (Book 2/Days 16-31 by 4.16)

Each student will utilize a word document format to record initial thoughts and ideas about school leadership as presented in the required class text, *Leading Every Day: 124 Actions for Effective Leadership*. This course activity is an examination of and reflection about actions and observations in relation to leadership (book 1) and change (book 2) located in the text. The Book/Day format should be used as an organizer to respond to each day's material. Students should include a short summary the day's material and then provide a 75-175 word reflection about the material. The journal is to be kept throughout the semester and posted for assessment by the instructor on each designated due date (see above). It is not necessary to start a new journal for each of the assessment periods. Just continue on in the same document.

(assessment: based on thoughtful completion summary/reflection of each "day" in books one and two)

#### **Leadership Theory Self Study** (SLO #1, 2, 3) (240 pts/ 20 pts per theory – specific due dates below)

(ch 2,3,4 – by 2.9) (ch 5,6,7 – by 2.25) (ch 8,9,10 – by 3.20) (ch 11,12,14 – by 4.15)

Each student will be responsible for material on leadership theories/approaches found in chapters 2-12 & 14 in the Northouse text. Each student will develop a document consisting of a short theory description, analysis of your leadership instrument findings, and an example of someone who exemplifies the theory/approach for each chapter. Self-study entries will be assessed according to accuracy to the theory through thorough description, summary of leadership instrument findings, and relevant examples. Use APA style (first person ok).

(assessment: accuracy about theory through description, inventory findings, and relevant examples)

#### **Ethics Reflective Online Dialogues** (SLO #5, 6) (140 pts – specific dialogue dates below)

Students will engage in a series of seven (7) online dialogue sessions via Canvas concerning reading assignments focused on ethical leadership. Following the posting instructions for each dialogue, students will respond to the observations/reflections of other students, creating a virtual conversation about the readings. Student Facilitators for each dialogue will be named in Canvas. Students are expected to provide honest, thoughtful responses that are reflective of prior readings and experiences. **Consideration of ideas differing from one's own perspective is required.**

(assessment: collaborative participation rubric)

Reading #1 (1.15-1.19)	Bolman/Deal: <i>Reframing the Path to School Leadership</i>
Reading #2 (1.20-1.25)	Freire: <i>Pedagogy of the Oppressed</i>
Reading #3 (2.11-2.16)	Herasymowych/Senko: <i>Learning Styles LSQ Guide</i>
Reading #4 (2.17-2.25)	Herasymowych/Senko: <i>Solving Real Problems Action Learning Guide</i>
Reading #5 (3.8-3.13)	Kidder: <i>How Good People Make Tough Choices</i>
Reading #6 (4.2-4.6)	Kidder: <i>Moral Courage</i>
Reading #7 (4.7-4.16)	Starratt: <i>Ethical Leadership</i>

#### **Pair Share Ethical Dilemma Situation Descriptions** (SLO #6) (20 pts – due 3.24)

Each student will partner with a cohort colleague to create a set of four ethical dilemma situations that may be found currently in prek-12 schools. Each of the dilemmas should represent one of the four universal dilemma patterns (Kidder, *How Good People Make Tough Choices* book excerpt) and be accompanied by possible solutions. The created dilemmas and possible solutions should be formatted as a formal paper using APA style.

Pairs will also post their dilemmas/solutions in the designated spot on the course Canvas site for review and comment by other cohort pairs. (assessment: 20 pts written product rubric)

**Personal Leadership Philosophy & Personal Code of Conduct** (SLO #5) (40 pts – due 4.21)

Each student will develop his/her own leadership philosophy and a personal code of conduct. The Leadership Philosophy should be a personal reflection of the student’s view/theory about leadership efforts. The Personal Code of Conduct should reflect acceptable standards for professional behavior and provide guidance as a leader copes with ethical dilemmas as a professional educational administrator. Students should research a wide range of examples – particularly in the field of education and specifically the Texas Educator Code of Ethics (19TAC §247.1-2) – before finalizing a one-page personal code of conduct. APA style should be used as appropriate in both documents.

(assessment: 20 pts Leadership Philosophy & 20 pts Code of Conduct - clarity and style/written product rubric)

**Ethics Case Study Written Analysis** (SLO #6) (40 pts – due 5.1)

Each student will work in a small group with other cohort members to complete case study requirements related to ethical issues and unique problems currently found in prek-12 schools. The case study situations are similar to what campus leaders might meet within their leadership practice. After discussion of the case, each team will submit an APA-formatted written analysis of the case including a detailed action plan for improvement (more details and a response outline with point totals will be provided on Canvas).

(assessment: 40 pts systemic decision support rubric)

**Professional e-Portfolio Collection – Intro & Integrity Sections** (SLO #4) (20 pts – due 5.8)

Beginning in EDLD 5300, each student in the program will develop a professional e-portfolio collection organized by six topics linked to the six standards for the Texas principal certificate. The six topics are *integrity* (standard F Ethics, Equity, and Diversity), *vision* (standard A School Culture), *professional growth* (standard #C Human Capital), *collaboration* (standard #D Executive Leadership), *stewardship* (standard #E Strategic Operations), and *teaching and learning* (standards #B Leading Learning). Additional topics may be included. The style and format for the portfolio is to be decided on by the student. Anchoring essays, artifacts, and other documents will provide information about leadership growth over time. The following are due for *Integrity (Standard F)* and should be attached to the assignment description in Canvas. Items to be included for EDLD 5300 are below with more details on Canvas. (assessment: professional portfolio rubric)

- A current resume and cover letter.
- One-page anchoring essay concerning integrity (The purpose of the essays is to give the student “space” in which to think about the potential difficulties/opportunities inherent in trying to implement the theoretical concepts in practice).
- Two artifacts and completed artifact/reflection templates (see Canvas for template) for each (defines the importance of the artifact and how it represents the knowledge, skill, or value addressed). Students should choose artifacts they believe best represent the theoretical foundations of their conceptions of leadership, that illustrate their skill in converting theory into practice, and that confirm their understanding of principal program principles and the Texas Standards for the Principal Certificate.

**Mentor Consultations/Reflection** (SLO #1-6) (20 points each/60 points total – due 2.10, 3.31, 5.10)

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, and write reflections. Each principal consultation will align with specific E-Learning focus areas that have just been completed and a look forward to the next learning focus.

(assessment: 20 pts agenda/reflection template)

**FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** (SLO #1-6) (20 pts – due 5.10)

Beginning in EDLD 5300, 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 and any other colleagues related to the state principal standards studied during the semester. Additionally, the student, the mentor, and any additional colleagues will assess discreet leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, & GrowForward. (assessment: 20 pts FIT2LEAD template completion)

#### GRADING CRITERIA, RUBRICS, 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 three 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 in f2f class sessions AND complete and submit all assignments to be eligible for an A in the course. Missing a f2f Saturday class session is not a reason to miss an assignment.* A grade of C may result in retaking the course. The point system may be revised if necessary to accommodate unexpected changes in the 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 630 of 700 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 560 of 700 points must be earned. Maximum points for each assignment are in ( ).

- Leading Every Day Reflective Journal (120 pts)
- Leadership Theory Self-Study (240 pts)
- Ethics On-Line Dialogues (140 pts)
- Pair Share Ethical Dilemma Situation Descriptions (20 pts)
- Personal Leadership Philosophy (20 pts)
- Personal Code of Conduct (20 pts)
- Ethics Case Study Analysis (40 pts)
- Professional E-Portfolio Additions (20 pts)
- Mentor Consultation/Reflection (60 pts)
- Fit2Lead Analysis and Plan (20 pts)

#### POSTING OF GRADES

Grades will be posted using the Grade Center tool on the Canvas course site within 9 days of assignment due date (if longer than 9 days, the instructor will provide an explanation and revised date). In addition to specific suggestions and/or criteria given in individual courses, the grading criteria and rubrics on the following pages will be used in the course

**COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC**

<b>Dimensions</b>	<b>Exceptional 4-5 pts</b>	<b>Acceptable 2-3 pts</b>	<b>Unacceptable 0-1 pts</b>
<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 & 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/c 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

**WRITTEN PRODUCT ASSESSMENT RUBRIC**

<b>Dimensions</b>	<b>Exceptional 4-5 pts</b>	<b>Acceptable 2-3 pts</b>	<b>Unacceptable 0-1 pts</b>
<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

**CLASS PRESENTATION ASSESSMENT RUBRIC**

<b>Dimensions</b>	<b>Exceptional 4-5 pts</b>	<b>Acceptable 2-3 pts</b>	<b>Unacceptable 0-1 pts</b>
<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 audience	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/ Communication Skills</b>	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.

**SYSTEMIC DECISION SUPPORT ASSESSMENT RUBRIC**

	<b>LEVEL FOUR=8 pts</b>	<b>LEVEL THREE=6 pts</b>	<b>LEVEL TWO=4 pts</b>	<b>LEVEL ONE=2 pts</b>
<b>DIMENSION I</b> <b>Identification &amp; Description of Issue or Need Creating Dissonance in the System</b>	Provides a coherent and detailed account of the issue creating dissonance in relation to a description of effective practice in the broader system; clearly establishes stakeholder role and impact.	Account of the issue in relation to a description of effective practice in the broader system provides a logical flow of thought while missing depth in coherence detail of description and; establishes stakeholder role and impact.	Account of issue and description of effective practice lack detail and structure, creating a less than meaningful flow of thought and a weak foundation for moving forward to diagnosis for planning; recognizes stakeholder role.	Minimal and general account of issue and little description of effective practice in the broader system; lacks clarity of issue or opportunity needed to move forward to diagnosis for planning; role of stakeholders not clear.
<b>DIMENSION II</b> <b>Analysis of Issue or Need and Possible Leverage Points in the System</b>	Consistently demonstrates an organized, logical, in-depth examination of multiple measures of data in the analysis of current reality related to the issue in the system; organized and succinct written diagnosis for planning including stakeholder roles.	Generally demonstrates an organized and logical examination of multiple measures of data in the analysis of current reality related to the issue in the system; organized written diagnosis that includes stakeholder roles and provides clarity for planning.	Some demonstration of use of multiple measures of data in the analysis of current reality related to the issue in the system; written diagnosis lacks clarity and depth related to the issue and stakeholder roles that is needed to move forward in the action planning process.	Demonstrates minimal use of multiple measures of data or a depth of understanding in the analysis of current reality related to the issue in the system; written diagnosis does not provide a clear path forward in development of an action plan.
<b>DIMENSION III</b> <b>Action Plan Development to Resolve Issue Dissonance in the System</b>	Unique and discerning use of the action planning process to include a research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, aligned supporting resources, and identified stakeholder roles.	Knowledgeable and clearly proficient use of the action planning process to include a research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, aligned supporting resources, and identified stakeholder roles.	Less than competent use of the action planning process; two or more planning process components lack depth: research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, supporting resources, stakeholder roles.	Minimal use of the action planning process; several planning process components lack depth: research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, supporting resources, stakeholder roles.
<b>DIMENSION IV</b> <b>Action Plan Implementation and Evaluation for Issue or Need in the System</b>	Provides a clear, meaningful, and data-informed process to monitor, adjust, and evaluate the action plan during and after implementation; focused data collection and analysis, opportunities for professional learning, and stakeholder collaboration are emphasized.	Provides an organized and data-informed process to monitor, adjust, and evaluate the action plan during and after implementation; data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides a general and understandable process to monitor, adjust, and evaluate the action plan during and after implementation; some data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides a process with little substance or substantiation to monitor, adjust, and evaluate the action plan during and after implementation; minimal data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.
<b>DIMENSION V</b> <b>Reflection of Decision Support Process for Issue Resolution and Improvement in the System</b>	Provides insightful, distinctive, and supported reflection of continuous improvement decision support process steps & outcomes: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; communicated effectively with use of appropriate format.	Provides thoughtful reflection including critical thought and assessment of continuous improvement decision support process steps & outcomes: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; communicated clearly with use of appropriate format.	Reveals minimal and shallow reflection and critical thought related to use of continuous improvement process steps for decision support: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; not communicated clearly with use of appropriate format.	Reveals little indication of reflective or critical thought related to use of continuous improvement process steps for decision support: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; not communicated clearly with use of appropriate format.



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

Area	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
<b>Conceptual-ization</b>	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.
<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 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 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 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 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pt
<b>CONCEPTUAL-IZATION</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 & 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

**EDLD 5300-110 SPRING 2019 COURSE OUTLINE/CALENDAR\***

Timeframe	Background Learning Assignments As Semester Begins
by 1.26	Leadership Theory - Individual Reading: Northouse Ch 1 <i>Leadership Defined/Described</i>
by 1.26	Ethics - Individual Reading : Northouse Ch 13 <i>Leadership Ethics</i>

Focus Areas	Points	Due Dates	Assignments/Assessments
<b>e-Learn 1</b> (dates: 1.14-2.10) <i>Getting Started...</i> <b>F2F ORIENTATION SESSION</b> <b>*(1.26 1-5 pm)*</b>	20	1.15-1.19	Ethics Online Dialogue: Bolman & Deal <i>Reframing the Path to Leadership</i>
	20	1.20-1.25	Ethics Online Dialogue: Freire <i>Pedagogy of the Oppressed</i>
	60	1.27-2.9	Leadership Theory Self Study – Northouse ch 2, 3, 4
	30	1.27-2.9	Journal entries for Book One, Days 1-15 in <i>Leading Every Day</i> (Kaser et al)
	20	2.10	Mentor Consultation/Reflections 1
<b>e-Learn 2</b> (dates: 2.11-3.3) <i>Settling In...</i> <b>F2F VALUE-ADDED SESSION</b> <b>*(2.23 1-5 pm)*</b>	60	2.11-2.25	Leadership Theory Self Study – Northouse ch 5, 6, 7
	30	2.11-2.28	Journal entries for Book One, Days 16-31 in <i>Leading Every Day</i> (Kaser et al)
	20	2.11-2.16	Ethics Online Dialogue & “Kite” Creation: <i>LSQ Guide</i>
	20	2.17-2.25	Ethics Online Dialogue: <i>Solving Real Problems Action Learning Guide</i>
<b>E-Learn 3</b> (dates: 3.4-3.31) <i>Diagnosing Ethical Dilemmas</i> <b>F2F VALUE-ADDED SESSION</b> <b>*(3.23 1-5 pm)*</b>	60	3.4-3.20	Leadership Theory Self Study – Northouse ch 8, 9, 10
	30	3.4-3.25	Book Two, Days 1-15 entries in <i>Leading Every Day</i> (Kaser et al)
	20	3.8-14	Ethics Online Dialogue: Kidder <i>How Good People Make Tough Choices</i>
	20	3.15-24	Pair Share Ethical Dilemmas
	20	3.25-3.31	Mentor Consultation/Reflections 2
<b>e-Learn 4</b> (dates: 4.1-21) <i>Purpose, Values, and Moral Courage</i>	60	4.1-15	Leadership Theory Self Study – Northouse ch 11, 12, 14
	30	4.1-16	Book Two, Days 16-31 entries in <i>Leading Every Day</i> (Kaser et al)
	20	4.2-4.6	Ethics Online Dialogue: Kidder <i>Moral Courage</i>
	20	4.7-16	Ethics Online Dialogue: Starratt <i>Ethical Leadership</i>
	40	4.17-21	Leadership Philosophy & Code of Conduct
<b>e-Learn 5</b> (dates: 4.22-5.10) <i>Ethical Decision Making: Moral Enterprise Anchor</i> <b>F2F REFLECTIONS SESSION</b> <b>*(5.4 1-5 pm)*</b>	60	4.22-5.1	Small Group Ethics Case Study Analysis
	20	5.8	Professional e-Portfolio Additions (Integrity)
	20	5.10	Mentor Consultation/Reflections 3
	20	5.10	Fit2Lead Continuous Improvement Analysis & Planning
<b>Total Possible Points</b>	700		

\*Specific instructions for each e-learn module are detailed within the Canvas course. 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, students will need to follow the calendar for readings and assignments. Additional course readings, videos, Web content, etc., will be provided in the Canvas course and will be essential to meeting course objectives.

**Important University Dates:** Check <https://www.tamuct.edu/registrar/academic-calendar.html>

**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 access Canvas will affect your performance in this course. You should also have access to headphones and a microphone to be able to participate in any group activities that are held through the Canvas learning system.

### **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 Office 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 Office of Access and Inclusion at WH212 or (254) 501-5836. 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>].

**Important Information for Pregnant and/or Parenting Students.**

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-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00 pm. This semester, the UWC is also offering online only hours from 12-3 pm on Saturdays. 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/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have questions about the UWC and/or need any assistance with scheduling.

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!

**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].

**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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**A NOTE about POLICY STATEMENT Concerning Sexual Violence at TAMUCT:**

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>].