INSTRUCTOR’S PERSONAL STATEMENT
At the core of leadership work, exemplary leadership practices and collaborative organizational processes provide the means to set shared direction and provide facilitation of a flexible and creative campus-learning environment. In this course, we will learn how to develop a culture of learning and care that allows the organization to engage continuously in the systemic work of school improvement. I am so appreciative of the opportunity to guide our knowledge and skill development in this foundational work.

MODE OF INSTRUCTIONAL DELIVERY
This course will use an online blended delivery mode with 20% of the learning in three face-to-face Saturday class sessions and 80% 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 417 at TAMUCT Warrior Hall on the following Saturdays: August 29 from 1:00 to 4:00 p.m., October 24 from 9:00 a.m. to 4:00 p.m. and November 14 from 1:00 to 4:00 p.m. All other course activities will be completed through the Canvas online learning system. Any changes in the schedule will be announced by message through the Canvas online learning system beginning on August 24th, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available via email (m.zipperlen@tamuct.edu) at any time should issues or questions arise. Emails will be returned in 24-48 hours. Face-to-face appointments may also be scheduled by email. Face-to-face appointments may be scheduled by TAMUCT email.

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

COURSE DESCRIPTION
Catalog description: Study effective organizational processes in prek-12 schools. Special emphasis on learning organization strategies, exemplary leadership practices, and collaborative action tools that support the development of a flexible and creative culture continuously engaged in school improvement.
Prerequisite(s): Admission to program and approval of program coordinator.

The purpose of this course is to provide aspiring principals with the opportunity to study processes of educational leadership, emphasizing the development of a collaborative, capacity-building culture that sustains the work of the learning organization in addressing continuous school improvement (Lambert, 2003). The culture re-boot process from Kaplan and Owings (2014) provides the tools to assess and improve school culture and Desravines, et al, 2016 provides a step-by-step guide for diagnosing school needs and implementing systems and practices that increases student learning through case studies of exemplary principals.
The structure of the course is a simple layout. **Orientation** on Saturday, August 24th provides the opportunity to experience and reflect on leadership and the culture of schools - "how we get things done around here." **Value-Added Work** Sessions on Saturday, October 24th add value to online learning by providing a workshop environment for peer- and instructor-coached activity/assignment development, the final **Reflections** session on November 14th is a collaborative opportunity for cohort members to participate in systems thinking and then show off a bit by sharing additions to the professional and school e-portfolio collections. Students are responsible for all learning requirements as detailed in the syllabus/calendar.

**NOTE:** Missing a Saturday class is not a valid reason for missing any assignments.

**Course Learning Objectives**
- Create and sustain learning organization disciplines that anchor the collaborative work of the school community.
- Develop and utilize exemplary leadership practices that further leadership capacity to support the collaborative work of the school community.
- Analyze and improve components of a school culture to engage effectively in the systemic work of continuous improvement in the school community.

**Student Learning Outcomes (State Standards Alignment)**
Students will be able to build a collaborative, capacity-building culture through use of the following:
1. Integrate personal mastery as a foundational goal of personal learning for all members of the learning organization. (A6, A7, A10, D1, D2, F2, F4, F8)
2. Diagnose and transform mental models to build common ground around organizational direction, purpose, values, and work in the school community. (A1, A8, A10, A12)
3. Create and utilize a shared vision, purpose, and guiding principles to anchor learning organization work. (A1, A6, A13, F4)
4. Design and utilize high performance learning teams that are engaged in generative praxis focused on organizational issues and opportunities (A1, A7, A8, A9, A12, C6, D7, D8, D9, F4)
5. Apply systems thinking to diagnose technical issues/opportunities leverage change strategies, and plan for organizational improvement (A11, D7, D8, D9, F2)
6. Transform negative components of the school culture to create a more effective, capacity-building learning organization. (A1, A6, A7, A8, A9, A10, A12, A13, D1, D2, D7, D8, D9)
7. Develop and utilize exemplary leadership density among all stakeholder groups in a school community to facilitate the learning organization’s continuous improvement work. (A1, A6 A8 A12, A13, C6, F2, F4, F8)

**Standards for Principal Certificate**
Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15) 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 Principal Standards:
- Standard A School Culture (skill statements 1, 6-10, 12-13)
- Standard C Human Capital (skill statement 6)
- Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9, 11)
- Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 8)
Principal TExES 268/PASL domains/competencies
The following Principal TExES (268/PASL) domains and competencies from the certification test framework are emphasized in this course:

DOMAIN I SCHOOL CULTURE
- Competency 001 Shared Vision and Culture of High Expectations (skill statements A, F, G, I, J)
- Competency 002 Stakeholders as Partners (skill statements A-D)

DOMAIN III HUMAN CAPITAL
- Competency 005 Staff Evaluation and Supervision (skill statement E)
- Competency 006 Teacher Selection & Retention (skill statement C)

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 B, C, H)

In addition, the course will address the following nationally-recognized standards:
- Professional Standards for Educational Leaders (NPBEA http://www.npbea.org)
  Standard 1 Mission, Vision, & Core Values (skill statements A-G)
  Standard 2 Ethics & Professional Norms (skill statements A-F)
  Standard 3 Equity & Cultural Responsiveness (skill statement H)
  Standard 5 Community of Care & Support for Students (skill statement A)
  Standard 9 Operations & Management (skill statement K)
  Standard 10 School Improvement (skill statements A-C)
- National Educational Leadership Preparation Standards (NPBEA Building Level http://www.npbea.org)
  Standard 1 Mission, Vision, & Core Values (skill statements 1.1, 1.2, 1.4)
  Standard 3 Equity & Cultural Leadership (skill statement 3.1)
  Standard 8 Internship and Clinical Practice (skill statements 8.1, 8.3)

TEXTBOOKS/KNOWLEDGE BASE
This course utilizes the principles and concepts associated with initiating and sustaining a flexible and generative collaborative culture focused on learning. The following are required textbooks (*texts new to this course). Specific reading assignments are in this syllabus and on Canvas.


Resources:
COURSE REQUIREMENTS

ASSIGNMENTS/ASSESSMENTS (SLO ALIGNMENT)

Online Reflective Dialogues (SLO #1-7)  (20 pts each = 60 pts.)

Students will engage in a series of online dialogue sessions via the Canvas focusing on three assigned readings. You will assess (What is the issue or problem at hand?). You will diagnose (What is the root cause of this issue or problem?). Finally, you will act (How can we solve the issue?). Students will respond to the observations/reflections of other students, creating a virtual conversation concerning ideas related to the article. Students are expected to provide honest, thoughtful responses that are reflective of prior readings and experiences. Expand your comments to include concepts found in our class texts through making connections or identifying differences.

Personal and Shared Foundation Statements  (100 pts total)

- **Educational Platform Statement** (SLO #1, 3, 6, 7)  (20 pts.)

  You will develop and present your own educational platform. Anchoring a leadership philosophy and the daily actions of leadership practice, the Educational Platform reflects the values and beliefs about leadership work. It is essential the platform show theory to practice through the leader’s actions. Remember that educational platforms are a work in progress and should be periodically revisited and updated. If this is your first time to share your platform in writing, do not be too hard on yourself. Getting it down the first time is hard work. As appropriate, APA format should be used in preparing the paper. Platforms should be no more than two pages in length. **The educational platform statement is to be included in the professional portfolio.** Students will share their platforms with class peers at the class meeting in October.

- **Personal Mission Statement** (SLO #1, 3, 6, 7)  (20 pts.)

  The student will be responsible for preparing a personal mission statement. Although a personal mission statement covers many roles in an individual’s life, I am particular interested in the portion of the personal mission statement that addresses the professional question of “what I would offer to a school or school district as an educational leader.” Students will share their personal mission statements with class peers at the class meeting in October. **The personal mission statement is to be included in the professional portfolio and no longer than one page.** As appropriate, use APA format in preparing the statement.

- **Personal Vision of a Quality School Statement** (SLO #1, 3, 6, 7)  (20 pts.)

  Each student will be responsible for preparing a personal vision statement that paints a clear and detailed picture in words of his/her vision of an ideal learning situation for students, staff, and community. Students will share their personal vision statements with class peers. **The personal vision statement is to be included in the professional portfolio and no longer than one page.** As appropriate, use APA format in preparing the statement.

- **Shared Organizational Foundation Statements** (SLO #3, 6)  (40 pts.)

  Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. It is important to schedule at least two (2) meetings with your mentor or designee. An outgrowth from your first meeting is to schedule two more meetings with a leadership team consisting of 4-7 key campus leaders The
meetings are facilitated by the student: set agendas, set meeting times and locations, interview principals using focusing questions (the WHAT), make notes of the session (SO WHAT), and write reflections (NOW WHAT).

You reflection paper will be no more than five pages focusing on your meetings with the two groups. As appropriate, use APA format in preparing the statement. This is a precursor to your final assignment Key Assessment.

(Written Product Assessment Rubric)

**Case Study Project and Chapter Review**

Students will work with other class members in small virtual learning community to develop and write a case study based on an assigned chapter from *Culture Re-Boot*. Among the resources you use to develop your case study, you are to use *Breakthrough Principals* as a resource too. The basis of the case study is on what principals might meet within their administrative practice related to issues of cultural change as presented in your assigned chapter. Each group has 40 minutes to present their case study. After the team presents the case, each group will grade your presentation (Appendix A). Please provide me with an outline of your presentation on October 24th.

**Key Assessment: Culture Re-Boot Analysis and School-Wide Study Plan (SLO #1-7)**

The purpose of the Culture Re-Boot Analysis and School-Wide Study Plan is to assess candidates’ capability to utilize a process to continually examine the components of their current school cultures in relation to healthy, inclusive, and effective school cultures focused on high levels of learning for all stakeholders. Candidates will consider themselves as principals of the schools where they are currently employed, and will view their efforts through the innovative and inclusive lens of a social entrepreneur. Candidates will work closely with a group of key school leaders including their principal mentors to analyze the school’s current culture in relation to the characteristics of a strong and supportive school culture: an inspiring vision, dynamic leadership, innovative risk taking, high expectations, trust and confidence, reference to a knowledge base, involvement in decision making, honest and open communication, tangible support, and appreciation and recognition of informed risk taking and improvements. Improvement planning will be based on demographic, perception, performance, and process data generated with guidance of the key leaders group within the following six key components of a culture “re-boot” process: (1) School Culture and Change as Learning; (2) School Leadership as Culture Building; (3) School Culture, Ethical Behavior, and Relational Trust; (4) Professional Capacity Development for Shared Influence; (5) Establishment of a Student-Centered Learning Culture; and (6) Promoting and Creating Strong Parent-Community Ties.

The final written product will include two sections with an initial three-month culture re-boot analysis and priorities identification process completed by the candidate with guidance from the key school leaders group, and then development of a three-year culture re-boot study plan involving the school community in culture analysis and improvement planning and implementation. The key school leaders group will again provide input.

Section One Requirements:
(1) description and importance of a culture re-boot process at the candidate’s school and the role of the key leaders group; (2) data-informed description of current culture in relation to characteristics of a strong and supportive school culture; (3) culture improvement priorities and goals for each of the six culture re-boot components; and (4) proceeds from a conversation and reflection with the key leaders team concerning possible impact on the current culture in relation to characteristics of a strong and supportive school culture if priorities are addressed and goals are achieved.

Section Two Requirements:
(1) description of a step-by-step three-year process to organize a culture re-boot study involving the whole school community in a way that increases buy-in, provides more powerful analyses, and produces multiple implementation efforts (be sure to include any preparation strategies for use prior to the first year of the campus-wide re-boot study and a rationale for their use); (2) an explanation of any negative and positive system archetypes that may be encountered as school community members diagnose and plan together for culture improvement; and (3) concluding reflective remarks that indicate possibilities and concerns in
using the re-boot process, including any Trojan mice that you think might pop up and be used as systems leverage for cultural change.

(Decision Support Rubric – APA required)

NOTE: The Culture Re-Boot key assessment serves as evidence that you are making progress towards principal certification. You will want to pay close attention to the assessment description, the systemic decision support rubric, and your APA manual to ensure that you submit a quality paper.

**Grading Criteria Rubric and Conversion**

The instructor will determine grades for the course assignments and assessments using the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics are on the next three pages and in Appendix A. Instructor, self, and peer evaluation assess 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 class sessions, AND complete and submit all assignments to be eligible for an A in the course. Missing a Saturday class session is not a reason to miss an assignment. A grade of C may result in retaking the course.

To earn the grade of A, students must earn a total of 90% or a minimum of 320 of 360 points on the following learning assignments/assessments. For a grade of B, a total of 80% or a minimum of 288 of 360 points must be earned. Maximum points for each assignment are in ( ).

- Online Reflective Dialogues Supporting Course Concepts (3x20=60 points)
- Personal Foundation Statements (3x20=60 points)
- Shared Foundation Statements (40 points)
- Culture Re-Boot Key Assessment (100 points)
- One Case Study Assignments (100 points)

**Posting of Grades**

Grades will be posted using the Grade Center tool on the Canvas course site within 9 days of assignment due 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

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Exceptional 4-5 pts</th>
<th>Acceptable 2-3 pts</th>
<th>Unacceptable 0-1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1: Engagement</strong></td>
<td>Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective</td>
<td>Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective</td>
<td>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</td>
</tr>
<tr>
<td><strong>Dimension 2: Summary</strong></td>
<td>Consistently demonstrates an organized, succinct, and polished synthesis of major themes &amp; concepts</td>
<td>Generally demonstrates an organized and logical examination of major themes and concepts</td>
<td>Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth</td>
</tr>
<tr>
<td><strong>Dimension 3: Connections/ Critique</strong></td>
<td>Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice</td>
<td>Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice</td>
<td>Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice</td>
</tr>
<tr>
<td><strong>Dimension 4: Mechanics/ Communication Skills</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
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### WRITTEN PRODUCT ASSESSMENT RUBRIC

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

### CLASS PRESENTATION ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Exceptional 4-5 pts</th>
<th>Acceptable 2-3 pts</th>
<th>Unacceptable 0-1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1: Engagement</strong></td>
<td>Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion</td>
<td>Introduction, body, and conclusion provide logical flow of ideas that engages audience</td>
<td>Product lacks structure and coherence to engage reader in a meaningful flow of ideas</td>
</tr>
<tr>
<td><strong>Dimension 2: Summary</strong></td>
<td>Consistently demonstrates an organized, succinct, and polished synthesis of major themes &amp; concepts</td>
<td>Generally demonstrates an organized and logical examination of major themes and concepts</td>
<td>Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth</td>
</tr>
<tr>
<td><strong>Dimension 3: Connections/ Critique</strong></td>
<td>Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice</td>
<td>Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice</td>
<td>Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice</td>
</tr>
<tr>
<td><strong>Dimension 4: Mechanics/ Communication Skills</strong></td>
<td>Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors</td>
<td>Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation</td>
<td>Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation</td>
</tr>
<tr>
<td>DIMENSION I</td>
<td>LEVEL FOUR=8 pts</td>
<td>LEVEL THREE=6 pts</td>
<td>LEVEL TWO=4 pts</td>
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<tr>
<td>Identification &amp; Description of Issue or Need Creating Dissonance in the System</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>DIMENSION II</td>
<td>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 supporting resources, and identified stakeholder roles.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>DIMENSION III</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>DIMENSION IV</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>DIMENSION V</td>
<td>Provides insightful, distinctive, and supported reflection of continuous improvement decision support process steps &amp; outcomes: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; communicated effectively with use of appropriate format.</td>
<td>Provides thoughtful reflection including critical thought and assessment of continuous improvement decision support process steps &amp; outcomes: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; communicated clearly with use of appropriate format.</td>
<td>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.</td>
</tr>
</tbody>
</table>
# EDLD 5339-110 Fall 2020 COURSE CALENDAR*

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Background Learning Assignments as Semester Begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-24</td>
<td>Read Chapters 1 and 2 of Culture Re-Boot and Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools</td>
</tr>
<tr>
<td>8-24</td>
<td>Read “Is Your School’s Culture Toxic or Positive by Dr. Kent D. Peterson</td>
</tr>
</tbody>
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### August 24, 2020 – Semester begins

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Points</th>
<th>Start/Complete Dates</th>
<th>Assignment/Assessment</th>
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<tbody>
<tr>
<td>(SLO #1-7)</td>
<td></td>
<td>August 29</td>
<td>Orientation Review syllabus Class activities Open First Discussion Board – “How Leaders Influence the Culture of Schools”</td>
</tr>
<tr>
<td>(SLO #1, 3, 6, 7)</td>
<td>20</td>
<td>September 7</td>
<td>Educational Platform Statement</td>
</tr>
<tr>
<td>(SLO #1-7)</td>
<td></td>
<td>September 16</td>
<td>First Discussion Final day of posting</td>
</tr>
<tr>
<td>(SLO #1, 3, 6, 7)</td>
<td>20</td>
<td>September 21</td>
<td>Personal Mission Statement</td>
</tr>
<tr>
<td>(SLO #1-7)</td>
<td></td>
<td>September 26</td>
<td>Open Second Discussion Board – “e-Leadership of School Principals: Increasing School Effectiveness by a School Data Management System”</td>
</tr>
<tr>
<td>(SLO #1, 3, 6, 7)</td>
<td>20</td>
<td>October 5</td>
<td>Personal Vision of a Quality School Statement</td>
</tr>
<tr>
<td>(SLO #1-7)</td>
<td>40</td>
<td>October 14</td>
<td>Second Discussion Final day of posting</td>
</tr>
<tr>
<td>(SLO #3, 6)</td>
<td></td>
<td>October 19</td>
<td>Shared Organizational Foundation Statement</td>
</tr>
<tr>
<td>(SLO #1-7)</td>
<td></td>
<td>October 24</td>
<td>Open Third Discussion Board – “Mastering The Master Schedule” Second Face-to-Face Class Meeting Group Presentation – Case Study Individual Presentation</td>
</tr>
<tr>
<td>(SLO #1-7)</td>
<td></td>
<td>November 11</td>
<td>Third Discussion Final day of posting</td>
</tr>
<tr>
<td>(SLO #1-7)</td>
<td>100</td>
<td>November 14</td>
<td>Final Face-to-Face Class Meeting</td>
</tr>
<tr>
<td>(SLO #1-7)</td>
<td></td>
<td>November 20</td>
<td>Key Assessment: Culture Re-Boot analysis and School-Wide Study Plan</td>
</tr>
</tbody>
</table>

Total points: **360**

*Specific instructions for each assignment are outlined in Canvas. The course outline/calendar above 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 on the Canvas site and will be essential to the course.

*Additional important University Dates: Check [https://www.tamuct.edu/registrar/academic-calendar.html](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.

Online Proctored Testing
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

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

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.
Appendix A
Case Study Grading Rubric

Each item is rated on the following rubric.

1 = Very poor
2 = Poor
3 = Adequate
4 = Good
5 = Excellent

Group Members: _______________________________________________________

_______________________________________________________________________

Assigned Case Studies: ________________________ Date: ________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of preparation (organized presentation, presentation/discussion flows well, no awkward pauses or confusion from the group, evidence you did your homework)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Content (group presented accurate &amp; relevant information, appeared knowledgeable about the case study assigned and the topic discussed, offered strategies for dealing with the problems identified in the case studies)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Connection (group identified campus resources to help with the problem/issues, discussed relevance to own experience)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Delivery (clear and logical organization, effective introduction and conclusion, creativity, transition between speakers, oral communication skills—eye contact)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Discussion (group initiates and maintains class discussion concerning assigned case study, use of visual aides, good use of time, involves classmates)</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total Score: _______ (sum of Items 1-5)

Total Score X 4: _______ (to make the assignment of 100 points)

Comments: