



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

SYLLABUS (BLENDED FORMAT)  
EDLD 5345 LEADERSHIP OF CURRICULUM SYSTEMS

SRING 2020 SEMESTER

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#### INSTRUCTOR'S PERSONAL STATEMENT

Learn how to facilitate informed instructional decision making by fully utilizing all areas of curriculum management – development, alignment, integration, implementation, and evaluation – to better link students' developmental needs with high levels of learning. You will be challenged to effectively use best practice in the development of and use of curriculum, assessment, instruction, system planning and monitoring and professional development. What a wonderful learning opportunity! It is my privilege to facilitate our work through the course materials and activities.

#### MODE OF INSTRUCTIONAL DELIVERY

This course will use an online delivery mode with 100% of the learning in an online format through the TAMUCT Canvas Online Learning System (<https://tamuct.instructure.com>). You will use the MyCT username and password communicated to you separately to log on to this system.

#### STUDENT-INSTRUCTOR INTERACTION

The online sessions are scheduled to meet via the Canvas Classroom. The semester runs from January 13 through May 9, 2020. Any changes in the schedule will be announced by email through the Canvas system, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available by email at any time should issues arise. Face-to-face appointments may be scheduled by email or through virtual office hours on the course Canvas site.

#### 911 Shield INFORMATION

911 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 and text message. By enrolling in 911 Shield, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://TAMUCT.org/911shield>

## COURSE INFORMATION

### COURSE DESCRIPTION

*Catalog Description:* Study learning systems in prek-12 schools. Learn to develop and implement coherent systems of curriculum, instruction, and assessment that are responsive to unique student needs, establish a culture of high expectations and continuous improvement for student learning, align academic standards across grade levels and subject areas, and ensure academic success and social-emotional well-being for each student. Prerequisite(s): Admission to program and approval of program coordinator.

The *purpose* of this course is to provide aspiring school leaders with the opportunity to effectively use research-based best practice in the development and use of curriculum, assessment, instruction, system planning and monitoring, and professional development—all in a continuous improvement framework for a variety of grade levels and subject areas found in PK-12 schools. Special emphasis will be on the learning leader's facilitation of effective diagnosis and decision making that link student developmental needs with high levels of learning and support teachers in the use of learning system processes. As a participant, each student will increase knowledge and skill concerning approach and strategy that strengthens relevant and focused student learning engagement in prek-12 schools. Specific resources used in the course of informing the student about the roles and responsibilities related to leadership of learning systems are that required texts, problem-based learning activities, interactions with peers/principal mentors/school stakeholders in the field, personal experience, and resources provided by the instructor. This course encourages participants to shape their thinking about curriculum, instruction, and assessment from a systems perspective.

### COURSE OBJECTIVES

- Anchor learning system processes to research-based best practices related to leading and learning.
- Effectively utilize learning system components—aligned and integrated curriculum, assessment for and of learning, mastery learning through effective instruction, and engaging professional development—to support high levels of student learning,
- Employ a continuous improvement approach to plan, implement, monitor, and evaluate the learning system.

### **Student Learning Outcomes (with state standards alignment)**

Students will be able to:

1. Use research based best practice that support a culture of high expectations for learning system components and processes. (standards B1, 4, 6, D1, 2)
2. Employ curriculum standards, curriculum management processes, data-informed decision making, and curriculum alignment and integration to develop, implement, and evaluate a rigorous and relevant curriculum system. (standards B4, 5, 6, D6, F2, 4, 8)
3. Utilize a technically appropriate system of quality formative and summative assessment for and of learning to collect data, analyze results, monitor progress, and improve student instruction. (standards B3, 8, 10)
4. Adopt a master learning approach that utilizes models of effective instruction that are developmentally appropriate, culturally responsive, intellectually challenging, authentic related to student experiences, differentiated, personalized, and build on students' strengths. (standard B1, 2, 8, 9, D6, F7)
5. Engage in multiple methods to provide resources, monitor instruction, and organize a campus for learning using a continuous improvement systems approach. (standards B1, 3, D7-9, E1-4, F2, 4, 8)
6. Design effective professional learning experiences for faculty that focus on data-informed growth needs and exemplify expected classroom instruction. (standards B3, 9)

## 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 B Leading Learning (skill statements 1-11)
- Standard D Executive Leadership (skill statements 1, 2, 6, 7, 8, 9)
- Standard E Strategic Operations (skill statements 1-4)
- Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 7, 8)

[\(copy of standards in Canvas course Information Module\)](#)

### **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 II LEADING LEARNING

- Competency 003 High Quality Instruction (skill statements A-E)
- Competency 004 Monitor and Assess Classroom Instruction (skill statements A-E)

#### 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 A-D)

#### DOMAIN V STRATEGIC OPERATIONS

- Competency 009 Goals/Strategies Aligned with School Vision (skill statements B, C)

#### DOMAIN VI ETHICS, EQUITY, & DIVERSITY

- Competency 011 Ethical Leadership (skill statements B, C, D, E, F, H)

[\(copy of domains/competencies in Canvas course Information Module\)](#)

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

- *Professional Standards for Educational Leaders* (NPBEA)  
Standard 1 Mission, Vision, & Core Values (skill statement D)  
Standard 2 Ethics and Professional Norms (skill statements A-F)  
Standard 3 Equity & Cultural Responsiveness (skill statements E, H)  
Standard 4 Curriculum, Instruction, and Assessment (skill statements A, B, C, D, E, F, G)  
Standard 5 Community of Care & Support (skill statements A, B)  
Standard 9 Operations & Management (skill statements C)  
Standard 10 School Improvement (skill statements A-J)

<http://www.npbea.org>

- *National Educational Leadership Preparation Standards* (NPBEA Building Level)  
Standard 1 Mission, Vision, & Core Values (skill statements 1.3, 1.4)  
Standard 2 Ethics & Professional Norms (skill statements 2.1-4)  
Standard 3 Equity & Cultural Leadership (skill statements 3.1, 3.2)  
Standard 4 Instructional Leadership (skill statements 4.1-4)  
Standard 6 Operation & Management (skill statements 6.1, 6.2)  
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 principles and concepts associated with initiating and sustaining a focused and engaging learning system. The following are required textbooks (\*new to this course). Specific reading assignments are in this syllabus and on Canvas. A selected bibliography is included in Canvas.

- American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.
- Bernhardt. V. (1999). *The School Portfolio: A Comprehensive Framework for School Improvement*. Larchmont, NY: Eye on Education. (9781883001643)
- Bernhardt. V. (2002). *The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous Improvement*. Larchmont, NY: Eye on Education. (9781930556218)
- \*Crawford, J. (2011). *Using power standards to build an aligned curriculum: A process manual*. Thousand Oaks, CA: Corwin Press, Inc. (ISBN 9781412991162)
- \*Downey, C., Steffy, B., Poston, W., and English, F. (2009). *50 ways to close the achievement gap* (Third Edition). Thousand Oaks, CA: Corwin Press, Inc. (ISBN 9781412958981)
- Herasymowych, M., and Senko, H. (2008 – 2<sup>nd</sup> ed). *Solving real problems in real time: Action learning guide 2<sup>nd</sup> ed.* Calgary, Alberta, CA: MHA Institute. (ISBN 9780973769784)
- Herasymowych, M., and Senko, H. (2007 – 2<sup>nd</sup> ed). *Navigating through complexity: Systems thinking guide 2<sup>nd</sup> ed.* Calgary, Alberta, CA: MHA Institute. (ISBN 9780973769777)
- \*Senge, P. (2012). *Schools that learn: A fifth discipline field book for educators, parents, and everyone who cares about education*. New York: Crown Business. (ISBN: 978-0385518222) **Used also in EDLD 5339.**
- \*Zemelman, S., Daniels, H. & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms* (Fourth Edition). Portsmouth, NH: Heinemann. (ISBN 978-0325043548)

## COURSE REQUIREMENTS

### ASSIGNMENTS/ASSESSMENTS (SLO ALIGNMENT)

#### **Best Practice Professional Setting Analysis and Collaborative Conversation** (SLO# 1) (20 points, due 1.26)

The purpose of this learning assignment is to (1) synthesize what you have learned about best practices (Zemelman, 2012) and (2) apply that learning to your current professional setting. The assignment has two parts. Please complete both parts using the directions below.

Part I - Interview the following four people at your school about best practices: your principal, your instructional coach/CIS, a teacher, and a student. Develop three interview questions **ONLY** to get their ideas about Zemelman's big three clusters of principles: 1) student-centered schooling, 2) cognitive learning experiences, and 3) interactive classrooms (see 3-part principle cluster schematic, Zemelman, 2012, p.10). Stick to the big 3 cluster names rather than adding the underlying 11 principle descriptors (i.e. collaborative, authentic, constructivist, etc) as you will want for them to include these as they see the need. An example of a question might be, "Describe from your perspective the concept of student-centered schooling and its

importance." Be sure to interview your principal first and then ask for guidance about names of additional interviewees. Please note that interviews should last no longer than 10-15 minutes. You will need to provide age-appropriate questions for your student. And remember to assure those you interview that their views are important to you and that only roles rather than names should be shared in the class conversation.

Part II - Use the data from the interviews as well as the knowledge that you have developed about best practice from Zemelman and other sources to prepare notes for and participate in a discussion board collaborative conversation to be held with your cohort by January 26<sup>th</sup>. Include the following:

- brief statement of the main idea of the entire Zemelman book, something of a purpose statement.
- essential points contained in the Zemelman book. This is something like a summary, but is not a "blow-by-blow" of each chapter. Rather, synthesize the chapters/main ideas as you see fit to communicate key points that expand on the purpose of the book.
- application to your work, to other learning, and to your future role as an administrator. Focusing questions to guide thinking might include: "How do the key principles of best practice relate to theories of development and learning?" Be sure to include the data from your interviews as you draw conclusions about the work ahead.
- what this all means for you as a leader, what is next for you and for your school, what challenges you, etc.

(Assessment: collaborative participation rubric, 20 pts)

### **Jump Start Journal Entries** (SLO# 1-6)

(20 points each/100 points total – due dates listed below)

The five (5) Jump Start Journal entries serve as reflective responses intended to gauge prior assumptions with future expectations related to many of the learning activities included in e-learn sections one through five. The purpose of each reflection is to write about the impact of knowledge-building activities found in e-learn one-four (articles, events, media, actions, etc.) on your thinking, learning, and future actions.

Additional directions and prompts are included in Canvas. The five JSJournal entries and due dates are:

#1 Best Practice (SLO# 1-4 --- 20 pts Written Product Rubric --- due 1.26)

#2 Aligned and Integrated Curriculum (SLO# 2 --- 20 pts Written Product Rubric --- due 2.16)

#3 Assessment For/Of Learning Aligned with Curriculum (SLO# 3 --- 20 pts Written Product Rubric --- due 3.1)

#4 Mastery Learning & Effective Instructional Strategies (SLO# 4 --- 20 pts Written Product Rubric --- due 4.5)

#5 Leading the Learning System/Professional Development (SLO# 1-6 --- 20 pts Written Product Rubric --- due 4.19)

### **Topic Reading Notes/Phone-A-Friend Reflections** (SLO# 1-6)

(20 points each/100 points total – due dates listed below)

Each of the JSJournal assignments will be followed by a topic reading assignment pertaining to the corresponding JSJournal and e-Learn focus. Students will take notes as you read the selections and then phone a friend to share notes and thoughts in a focused conversation(s). This assignment provides a way to record notes from the readings and reflections with cohort colleagues. Students will turn in notes/reflections in a 5-part reflection format.

#1 Best Practice (SLO# 1-4 --- 20 pts Written Product Rubric --- due 2.2)

#2 Aligned and Integrated Curriculum (SLO# 2 --- 20 pts Written Product Rubric --- due 2.23)

#3 Assessment For/Of Learning Aligned with Curriculum (SLO# 3 --- 20 pts Written Product Rubric --- due 3.8)

#4 Mastery Learning & Effective Instructional Strategies (SLO# 4 --- 20 pts Written Product Rubric --- due 4.12)

#5 Leading the Learning System/Professional Development (SLO# 1-6 --- 20 pts Written Product Rubric --- due 4.26)

(20 pts each Written Product Rubric)

### **Evaluation of High Performance Standards** (SLO# 1-6)

(20 pts each 120 points total – due dates below)

(due dates: Standard I due on 2.23, Standard II on due on 3.8, Standard III on 4.12, Standard IV on 4.12, Standard V on 4.26, Standard VI on 4.26)

Downey et al. (2009) suggest six (I-VI) standards for high performing schools in *50 Ways to Close the Achievement Gap* (Downey et al, 2009). The purpose of this assignment is to evaluate your present campus using the templates for standards I *Curriculum*, II *Assessment*, III *Instructional Resources*, IV *Mastery Learning/Effective Instruction*, V *System Expectations/Monitoring*, and VI *Planning/Professional Development/Resource Allocation/ Learning Environment*. You will also be asked to reflect on your own growth needs in relation to each standard. The standards evaluation template and additional directions are included on the Canvas course site.

(Assessment: 20 pts per standard/ Template Provided)

**Key Assessment: Well-Crafted & Aligned Curriculum & Assessment Design Study** (SLO# 2, 3) (40 pts due 3.29)

The purpose of this key assessment is to determine principal candidates' capability to analyze and improve a discipline-specific or multiple-discipline system of rigorous curriculum and assessment that aligns with state standards and across grade levels, is sequenced with sensitivity to the needs of diverse student populations, and utilizes appropriate and quantifiable formats for assessment for and of learning. Candidates will facilitate the study of a chosen curriculum and assessment system. Candidates may choose to view the system through the context of the entire school curriculum or look at just one portion of the learning system such as the primary grades at the elementary level or a discipline such as math or history at the secondary level. Candidates must enlist participation in the study of at least two or more teacher leaders who are part of the chosen system (other appropriate leaders such as school/district instructional support staff, the principal mentor, assistant principals, etc. may also be included).

The study's written product will include the following: (1) an initial description of an effective system of rigorous curriculum and assessment that aligns written content standards across grade levels that are linked to state standards and aligned with embedded external assessment targets, is sequenced for mastery with sensitivity to the needs of diverse student populations and assessment timelines, includes benchmarked objectives, and utilizes appropriate and quantifiable formats for assessment for and of learning; (2) an analysis of current curriculum and assessment practice in the chosen system using Downey's standard one curriculum and standard two assessment evaluation lenses (2009), formative and summative student assessment data, and process tools as needed; (3) an action plan series of steps that includes relevant and workable improvement strategies such as use of alignment and development techniques, opportunities for collaborative professional learning, and added resource and stakeholder support for the chosen curriculum and assessment system; (4) appropriate monitoring and evaluation plans with emphasis on participating stakeholders' perceptions, focused teacher and student performance data collection and analysis, and the use of a plan-do-study-act protocol; and (5) a reflection of the process and outcomes of the study in relation to improvement in the curriculum and assessment system as well as the growth of the candidate and other teacher leaders. The attached rubric will be used to score the written product.

(assessment of learning:40 pts/ Systemic Decision Support Rubric – APA required)

*NOTE: This key assessment is one of several program benchmarks that will be placed in your TK20 student record as evidence that you are making progress towards principal certification. You will want to pay close attention to the key assessment description, the systemic decision support rubric, and your APA manual to ensure that you submit a quality paper.*

**Learning System Diagnosis & Professional Learning Plans** (SLO# 1-6) (40 pts due 5.3)

This key assessment is designed to determine candidates' readiness to utilize a professional development planning process focused on faculty needs connected to best practice and current reality of learning system components and improvement of student performance. School principals have so many roles related to the student learning system. There is no single action that a principal takes to initiate change in the learning system; rather, he or she impacts in so many ways, one of the most rewarding being the promotion and facilitation of relevant and focused professional learning opportunities for school faculty and staff.

Candidates will consider themselves as instructional leaders of the schools where they are currently employed. The principal mentor has watched the candidate grow as a learning leader through facilitation of activities that have increased the candidate's learning system knowledge and skill while using the school setting as a laboratory. Based on this recent work, the principal has asked the candidate to facilitate the work of a team of school instructional leaders in the analysis for and development of a school-wide learning plan for faculty and staff. The candidates will work closely with the principal mentors and the instructional leadership team to develop a relevant, focused, and measurable school-wide process for addressing faculty learning priorities and at least one professional development topic action plan.

The written product will include the following sections: (1) a detailed description of the team's findings about the current status of the school's learning system and participant performance compared to best practice and anchored by pertinent data depicting school and student demographics, stakeholder perceptions, teacher and student performance as well as the school community's mission, vision, guiding principles, and overarching goals, and the components of the school learning system – a well-crafted and aligned curriculum, assessment for and of learning and aligned with curriculum, aligned and equitably-distributed instructional resources, a mastery approach to effective teaching strategies, and planning, monitoring, and

accountability in the system (standards 1-5, Downey, et al, 2009); (2) a general plan and possible timeline to tackle the instructional team's top five professional growth needs related to learning system issues; (3) a specific action plan for faculty professional growth over an expanded length of time that meets one or more prioritized needs, provides for a self-assessment of each professional's learning needs, embraces adult learning strategies in the professional learning community environment, and includes the following: a plan purpose, measurable outcomes, structure, resources, a series of **three** campus-wide professional learning sessions with detailed agendas of session activities as well as peer- and expert-supported learning experiences that take place between sessions to provide further depth and sustain the learning cycle, and evaluation strategies to measure impact on student learning; and (4) a concluding reflection of thoughts from the team and the candidate about process choices and experiences as well as the possible measurable impact on teacher and student performance as the plan is implemented.

(assessment of learning:40 pts/ Systemic Decision Support Rubric – APA required)

*NOTE: This key assessment is one of several program benchmarks that will be placed in your TK20 student record as evidence that you are making progress towards principal certification. You will want to pay close attention to the key assessment description, the systemic decision support rubric, and your APA manual to ensure that you submit a quality paper.*

### **Professional e-Portfolio Collection – Teaching & Learning Section Additions** (SLO #1-6) (20 pts – due 5.6)

Expand your professional portfolio collection that you started in EDLD 5300 Foundations of Educational Leadership by developing the section for the concept **Teaching & Learning** (see your 5300 syllabus if you need a reminder about the portfolio). Write and include in your e-portfolio a one-page reflective anchoring essay about **Teaching & Learning** (related to principal standard #B/Leading Learning) just as you did for *Integrity* in EDLD 5300. APA style should be used as appropriate. Locate and include in your e-portfolio two artifacts and completed reflection forms showing evidence of your knowledge, skill, and values related to **Teaching & Learning** and principal standard #B/Leading Learning.

(Assessment: 20 pts/professional portfolio rubric)

### **School e-Portfolio Collection – Student Achievement Section Additions** (SLO #1-6) (20 pts – due 5.6)

Based on the **Student Achievement** sections in both the *School Portfolio* and the *School Portfolio Toolkit (Bernhardt)* course texts, expand your School Portfolio collection case study started in EDLD 5301 Research in Educational Leadership by developing the **Student Achievement** section. Complete and include the following: the scored **Student Achievement** continuum (rubric rated by highlighting), the accompanying **Student Achievement** story based on current reality at your school (customize school portfolio writing template for **Student Achievement**), any items you find that are on the **Student Achievement** items list and support the current **Student Achievement** story, and any additional items that you have included to support the **Student Achievement** story.

(Assessment: 20 pts/ school portfolio rubric)

**Mentor Consultations/Reflections** (SLO #1-6) (20 points each/60 points total – due 2.9, 3.29, 5.6) Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals using focusing questions (the WHAT), make notes of the session (SO WHAT), and write reflections (NOW WHAT). Each principal mentor consultation will align with specific e-learn focus areas that have just been completed and a look forward to the next e-learn focus. The third mentor consultation should also include a preview the next semester's courses (EDLD 5355 Leadership of Diverse Learning Communities & EDLD 5316 Leadership of Effective Learning). A Mentor Consultation Record/Reflections template is provided in Canvas.

(Assessment: 20 pts each/agenda-reflection template)

### **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** (SLO #1-6) (20 pts – due 5.6)

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 as well as other colleagues related to the state principal standards studied in 5339 and 5345 during the semester. Additionally, the student, the mentor, and any other

colleagues will assess discrete leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward.  
(Assessment: 20 pts/analysis & planning template completion)

#### GRADING CRITERIA, RUBRICS, AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria/templates 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.* A grade of C may result in retaking the course. 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 486 of 540 points on the following learning assignments/assessments. For a grade of B, a total of 80% or a minimum of 432 of 540 points must be earned. Maximum points for each assignment are in ( ).

- JSJournal #1-5 (5x20= 100 points)
- Topic Reading Notes/Phone-A-Friend Reflections (5x20=100 points)
- Best Practice Professional Setting Analysis and Collaborative Conversation (20 points)
- High Performance Standard I-VI Evaluation (6x20=120points)
- Key Assessment: Aligned and Integrated Curriculum-Analysis and Plan (40 points)
- Key Assessment: Learning System Diagnosis and Professional Learning Plans (40 points)
- *Teaching & Learning* section additions to Professional e-Portfolio Collection (20 pts)
- *Student Achievement* section additions to School e-Portfolio Collection (20 pts)
- Mentor Consultation Reflections (3x20=60 pts)
- Fit2Lead Continuous Improvement Analysis & Planning (20 pts)

#### POSTING OF GRADES

Grades will be posted using the Grade Center tool on the Canvas course site within 9 days of the assignment due date. If unforeseen circumstances result in a delay, students will be notified by email. In addition to specific suggestions and/or criteria given in individual course assignments and assessments, the grading criteria and rubrics on the following pages will be used in the course.



### COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

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

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

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

	LEVEL FOUR=8 pts	LEVEL THREE=6 pts	LEVEL TWO=4 pts	LEVEL ONE=2 pts
<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>Conceptualization</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>CONCEPTUALIZATION</b>	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
<b>COHERENCE</b>	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
<b>PERSONAL/ PROFESSIONAL GROWTH</b>	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & 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

### GRADING CRITERIA, RUBRICS, AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria/templates 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.* A grade of C may result in retaking the course. 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 486 of 540 points on the following learning assignments/assessments. For a grade of B, a total of 80% or a minimum of 432 of 540 points must be earned. Maximum points for each assignment are in ( ).

- JSJournal #1-5 (5x20= 100 points)
- Topic Reading Notes/Phone-A-Friend Reflections (5x20=100 points)
- Best Practice Professional Setting Analysis and Collaborative Conversation (20 points)
- High Performance Standard I-VI Evaluation (6x20=120points)
- Key Assessment: Aligned and Integrated Curriculum-Analysis and Plan (40 points)
- Key Assessment: Learning System Diagnosis and Professional Learning Plans (40 points)
- *Teaching & Learning* section additions to Professional e-Portfolio Collection (20 pts)
- *Student Achievement* section additions to School e-Portfolio Collection (20 pts)
- Mentor Consultation Reflections (3x20=60 pts)
- Fit2Lead Continuous Improvement Analysis & Planning (20 pts)

#### POSTING OF GRADES

Grades will be posted using the Grade Center tool on the Canvas course site within 9 days of the assignment due date. If unforeseen circumstances result in a delay, students will be notified by email. In addition to specific suggestions and/or criteria given in individual course assignments and assessments, the grading criteria and rubrics on the following pages will be used in the course.

### COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

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

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

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

	LEVEL FOUR=8 pts	LEVEL THREE=6 pts	LEVEL TWO=4 pts	LEVEL ONE=2 pts
<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>Conceptualization</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>CONCEPTUALIZATION</b>	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
<b>COHERENCE</b>	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
<b>PERSONAL/ PROFESSIONAL GROWTH</b>	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & 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

**(#10611) EDDL 5345-130 SPRING 2020 COURSE CALENDAR\***

Timeframe	Background Learning Assignments as Semester Begins
1.6-13	Individual Pre-View: <b>Best Practice: What Students and Teachers Think</b> <a href="https://www.youtube.com/watch?v=qBu68vuK7Cc">https://www.youtube.com/watch?v=qBu68vuK7Cc</a> <b>Teaching Methods for the Future</b> <a href="https://www.youtube.com/watch?v=UCFg9bcW7Bk">https://www.youtube.com/watch?v=UCFg9bcW7Bk</a> <b>What a 15 yr old Meth Addict Taught Me About Leadership</b> <a href="https://www.youtube.com/watch?v=qiN67V5q3C4">https://www.youtube.com/watch?v=qiN67V5q3C4</a>
1.6-13	Individual Pre-Read: Zemelman, et al (2012) chapters 1-3

**January 13<sup>th</sup> – Semester begins**

Focus Areas	Points	Start-Complete Dates	Assignments/Assessments	
<b>e-Learn 1 (1.13-2.09)</b> BEST PRACTICE IN THE LEARNING SYSTEM	20	1.13-1.26	#1 JSJournal	
	20	1.20-1.26	Best Practice Analysis & F2F Collaborative Conversation on 1/26	
	20	1.27-2.2	#1 Topic Reading Notes/Phone-A-Friend Reflections	
	20	2.03-2.09	Initial Mentor Consultation/Reflection (EDLD 5339/5345) – meet week before	
<b>e-Learn 2 &amp; 3 (2.10-3.29)</b> BUILDING AN ALIGNED & INTEGRATED CURRICULUM ALIGNED ASSESSMENT FOR AND OF LEARNING	20	2.10-2.16	#2 JSJournal	
	20	2.17-2.23	#2 Topic Reading Notes/Phone-A-Friend Reflections	
	20	2.20-2.23	Evaluation of Standard I	
	20	2.24-3.01	#3 JSJournal	
	20	3.02-3.08	#3 Topic Reading Notes/Phone-A-Friend Reflections	
	20	3.05-3.08	Evaluation of Standard II	
	40	3.09-3.29	Key Assessment: Curriculum & Assessment Design Study	
	20	3.16-3.29	Second Mentor Consultation/Reflection (EDLD 5339/5345) – meet week before	
<b>e-Learn 4 &amp; 5 (3.30-5.09)</b> EFFECTIVE INSTRUCTION FOR MASTERY LEARNING/ LEARNING RESOURCES ----- LEADING THE LEARNING SYSTEM (PLAN, MONITOR, EVALUATE, DEVELOP)	20	3.30-4.05	#4 JSJournal	
	20	4.06-4.12	#4 Topic Reading Notes/Phone-A-Friend Reflections	
	40	4.09-4.12	Evaluation of Standards III and IV	
	20	4.13-4.19	#5 JSJournal	
	20	4.20-4.26	#5 Topic Reading Notes/Phone-A-Friend Reflections	
	40	4.23-26	Evaluation of Standards V and VI	
	40	4.26-5.03	Key Assessment: Learning System Diagnosis & Professional Learning Plans	
	20	5.06	Professional e-Portfolio Additions Due (Teaching and Learning)	
	20	5.06	School e-Portfolio Additions Due (Student Achievement)	
	20	5.06	Third Mentor Consultation/Reflection (EDLD 5339/5345) – meet week before	
	20	5.06	Fit2Lead Continuous Improvement Analysis & Planning Due	
		540		

\*Specific instructions for each e-learn unit 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.

\*Additional 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 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].