



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS

EDLD 5355-110 LEADERSHIP OF DIVERSE LEARNING COMMUNITIES

Spring 2021 SEMESTER

Instructor: Jason Mayo, Ed. D.

Adjunct Professor

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Office Hours: As Needed

MODE OF INSTRUCTIONAL DELIVERY

This course will use a face to face delivery mode.

STUDENT-INSTRUCTOR INTERACTION

The face-to-face class sessions are scheduled to meet from 9:00 am – 12:00 pm in room 117 Warrior Hall BYCC on the following Saturdays: Jan 23, Feb 20, Mar 27, and May 1.

911 Cellular: Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

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

COURSE INFORMATION

COURSE DESCRIPTION

Study diverse prek-12 school communities with an emphasis on ethical issues dealing with leadership, governance, and policy development. Develop processes for identifying and ameliorating issues associated with demographic and cultural differences. Learn to facilitate internal and external community engagement to achieve equity and excellence within the school system. 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 leadership of a diverse community of stakeholders, emphasizing the development of a collaborative and open environment that invites engagement. Inherent in the study of such a school community is the use of effective communication and collaboration, including the skill to read connections and networks, hold meaningful conversations with all involved, develop deep and fulfilling professional relationships, and build inclusive and powerful community and parent engagement processes. Embedded throughout is a different kind of leadership that demands creativity and innovation to solve significant social issues that affect student learning - the leadership of the social entrepreneur.

COURSE LEARNING OBJECTIVES & STUDENT LEARNING OUTCOMES (PRINCIPAL STANDARDS ALIGNMENT)

Students will be able to:

1. *Build knowledge and skill to utilize effective communication strategies to reach and engage the school community.*
 - 1.1 Interpret the social networks of internal and external communities to design a path forward for communication and collaboration in diverse learning organizations.
 - 1.2 Engage in focused and appropriate professional conversations with members of diverse school communities to increase effectiveness of communication and collaboration.
2. *Build knowledge and skill to develop mindful and productive relationships among school community members.*
 - 2.1 Diagnose and leverage relational systems issues to more effectively facilitate interaction among diverse school community members to support capacity building.
3. *Build knowledge and skill to develop and sustain processes to fully engage all school community members in continuous improvement efforts.*
 - 3.1 Generate culture, leadership, and practice strategies to solve social and economic equity issues and approach excellence in diverse learning communities.
 - 3.2 Utilize processes of community engagement and social entrepreneurship to involve internal and external members, particularly parents, in the work of diverse learning communities.

STANDARDS FOR PRINCIPAL CERTIFICATE

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

- Standard D Executive Leadership (skill statements 1-9)
- Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 5, 6, 8, 9, 10)

Principal TExES 268/368 domains/competencies

The following Principal TExES (268/368) domains and competencies found in the certification test framework are emphasized in this course:

DOMAIN I SCHOOL CULTURE

- Competency 002 Stakeholders as Partners (skill statement D)

DOMAIN III HUMAN CAPITAL

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

DOMAIN IV EXECUTIVE LEADERSHIP

- Competency 007 Relationships/Communication with Stakeholders (skill statements A-D)
- Competency 008 Organizational Collaboration & Change Management (skill statements A-D)

DOMAIN VI ETHICS, EQUITY, & DIVERSITY

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

In addition the course addresses the following nationally-recognized standards from NPBEA:

- *Professional Standards for Educational Leaders* (NPBEA)
 - Standard 1 Mission, Vision, & Professional Norms (skill statement D)
 - Standard 2 Ethics & Professional Norms (skill statements A-F)
 - Standard 3 Equity & Cultural Responsiveness (skill statement A-H, emphasis at school level)
 - Standard 5 Community of Care and Support for Students (skill statements A-F)
 - Standard 7 Professional Community for Teachers and Staff (skill statement E)
 - Standard 8 Meaningful Engagement of Families & Communities (skill statements A-H, J)
 - Standard 9 Operations and Management (skill statements G-L)
 - Standard 10 School Improvement (skill statement A, C, I)
- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
 - Standard 1 Mission, Vision, & Core Values (skill statement 1.2)
 - Standard 2 (skill statements 2.1-3)
 - Standard 3 Equity & Cultural Leadership (skill statements 3.1-3)
 - Standard 4 Instructional Leadership (skill statement 4.4)
 - Standard 5 Community and External Leadership (skill statements 5.1-3)
 - Standard 6 Operations and Management (skill statement 6.1)
 - Standard 8 Internship and Clinical Practice (skill statements 8.1, 8.3)

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating and sustaining engagement of diverse communities, conducting conversations that can transform relationships and provide high-yield results, and examining relational systems in order to maximize productivity.

Chadwick, K. (2004). *Improving Schools through Community Engagement*. Thousand Oaks, CA: Corwin Press. (9780761938217)

Villegas, Ana María, and Tamara Lucas (2002). *Educating Culturally Responsive Teachers: A Coherent Approach*. State University of New York Press. (0791452409)

COURSE ASSIGNMENTS

CANVAS PARTICIPATION (10 Points) Students will participate in discussion sessions by answering questions, posing questions, making comments, and citing court cases relative to class discussions and assigned reading material. Due date: Weekly

TOPIC PRESENTATION (15 Points) Each student will prepare a presentation over an assigned topic impacting education (culturally responsive teaching, social issues in education, equity issues in education). Due date: Feb 20th

CAMPUS MARKETING PLAN – Group Assignment (15 Points) Marketing your school is a community relations effort. Students will create their own campus plan using data from local, diverse school districts (KISD, TISD, CCISD, etc). Data will be used to highlight programs and services offered at your campus. Plans should include social media efforts, community presentations, parent nights, newspaper advertisement, billboard rentals, etc. Due Date: Mar 27th

CIVIC ORGANIZATION INTERVIEW (15 Points) Students will interview a leader from a local civic group on the importance of School/Community relations. The goal is for students to understand the importance of social networking, and engage in focused and appropriate professional conversations with members of diverse school communities to increase effectiveness of communication and collaboration. Due date: April 10th

DESIGN A COMMUNITY RELATIONS PLAN – Group Assignment (15 Points) Students will design a community relations plan. This plan should include community outreach strategies – how are you going to engage the community, steps taken to ensure ongoing school/community relations, efforts to implement change based on stakeholder feedback, and how you will determine success of the plan (sustainability). Due date: May 1st

MENTOR CONSULTATIONS/REFLECTIONS (15 Points) Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. One mentor consultation will be facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. Due date: May 1st

FINAL EXAM (15 Points) Due date: May 1st

GRADING CRITERIA

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next page. **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 must attend all class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

- Canvas discussion participation (10 points) Pose 2 questions, respond to 3 questions
- Civic Organization Interview (15 points)
- Community Relations Plan (15 points)
- Topic Presentation (15 points)
- Campus Marketing Plan (15 points)
- Mentor Reflections (15 points)
- Final Exam (15 points)

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the course Canvas site. These grades can be viewed throughout the semester and are intended to help you monitor your standing in the course. The grades posted in the Canvas grade book are the unofficial grades. The official grade is at the discretion of the instructor. Official final grades are posted through Banner and the registrar's office.

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

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

WRITTEN PRODUCT ASSESSMENT RUBRIC

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

CLASS PRESENTATION ASSESSMENT RUBRIC

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

Date	Activity	Assignment	Due Date
Week 1 1/18-1/23	Culturally Responsive Introduction (xi-xxiii)	Canvas Participation	Jan 23
Week 2 1/25 – 1/30	Culturally Responsive Ch 1	Canvas Participation	Jan 30
Week 3 2/1 – 2/6	Culturally Responsive Ch 2	Canvas Participation Virtual check in	<i>Feb 6</i>
Week 4 2/8 – 2/13	Culturally Responsive Ch 3	Canvas Participation	Feb 13
Week 5 2/15 – 2/20	Culturally Responsive Ch 4	Canvas Participation Topic Presentation (15 pts)	Feb 20
Week 6 2/22 – 2/27	Culturally Responsive Ch 5	Canvas Participation	Feb 27
Week 7 3/1 – 3/6	Culturally Responsive Conclusion (197-201)	Canvas Participation Virtual Check in	<i>Mar 6</i>
Week 8 3/8 – 3/13	Improving Schools Ch 1	Canvas Participation	Mar 13
Week 9 3/22 – 3/27	Improving Schools Ch 2	Canvas Participation Marketing Plan (15 pts)	Mar 27
Week 10 3/29 – 4/3	Improving Schools Ch 3	Canvas Participation	April 3
Week 11 4/5 – 4/10	Improving Schools Ch 4	Canvas Participation Virtual check in Civic Interview (15 pts)	<i>April 10</i>
Week 12 4/12 – 4/17	Improving Schools Ch 5	Canvas Participation	April 17
Week 13 4/19 – 4/24	Improving Schools Ch 6	Canvas Participation (10pts)	April 24
Week 14 4/25 – 5/1	Final Exam Presentations	Final Exam (15 pts) Community Plan (15 pts) Mentor Reflection (15 pts)	May 1st



Jason Mayo was born and raised in Killeen, Texas. He attended public schools in the Killeen Independent School District. Jason is a professional educator with 19 years of experience, including nine years as a principal, and 4 years as an assistant principal, with administrative experience at all three levels – elementary, middle, and high school. Jason has also served as an Adjunct Professor at the University of Mary Hardin-Baylor since 2015. Jason is married to Audrey, who is an elementary school teacher in Killeen ISD. They are the proud parents of two children, Jase and Sydney ages twelve and nine.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Log on 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 the Help Desk Central. 24 hours a day, 7 days a week:

E-mail: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

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].

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

ACADEMIC INTEGRITY

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

ACADEMIC ACCOMMODATIONS

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

For more information please visit our Access & Inclusion webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, 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. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

UNIVERSITY WRITING CENTER

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which

they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

UNIVERSITY LIBRARY

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<https://tamuct.libguides.com/>].

INSTRUCTOR POLICIES

Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. Students should paraphrase all information and provide the appropriate citations. Be sure to cite correctly any direct quotes.

APA Style: All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association* (6th ed.).

OPERATION OF ONLINE INSTRUCTION

Carefully examine the Course Calendar. Students should have ALL assignments submitted before the deadline. Students should begin each assignment in a timely way to be able to seek the professor's assistance and submit accurate assignments well before the deadline.

A NOTE ABOUT SEXUAL VIOLENCE AT A&M-CENTRAL TEXAS

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were

sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/departments/compliance/titleix.php>].

Copyright Notice.

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