



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

COURSE SYLLABUS (ONLINE BLENDED)
EDLD 5339-110 PROCESSES OF EDUCATIONAL LEADERSHIP

Fall 2022 Semester

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STATEMENT FROM INSTRUCTOR

At the core of leadership work, exemplary leadership practices and collaborative organizational processes provide the means to set shared direction and provide facilitation of a flexible and creative campus-learning environment. In this course, we will learn how to develop a culture of learning and care that allows the organization to engage continuously in the systemic work of school improvement. I consider it a privilege to work with each of you in this opportunity to facilitate knowledge and skill development in this exciting and foundational work.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online blended delivery mode with 20% of the learning in three face-to-face Saturday class sessions and 80% in an online format through the TAMUCT Canvas Online Learning System. You will use your university username and password to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

The face-to-face fall 2022 class sessions are scheduled to meet in Rooms 304 and 305 at TAMUCT Warrior Hall on the following Saturdays: August 27, September 17, October 15, November 12, and December 3. All other course activities will be completed through the Canvas online learning system. Any changes in the schedule will be announced by message through the Canvas online learning system beginning on August 27th, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available via email (tam.jones@tamuct.edu) at any time should issues or questions arise. Emails will be returned in 24-48 hours. Face-to-face appointments may also be scheduled by email or by phone.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/).
[https://www.tamuct.edu/covid19/]**

COURSE INFORMATION

COURSE DESCRIPTION

Catalog description: Study effective organizational processes in Pk-12 schools. Special emphasis on learning organization strategies, exemplary leadership practices, and collaborative action tools that support the development of a flexible and creative culture continuously engaged in school improvement as well as establishing effective school practices and building a strong instructional culture.

Prerequisite(s): Admission to program and approval of program coordinator.

The *purpose* of this course is to provide aspiring principals with the opportunity to study processes of educational leadership, emphasizing the development of a collaborative, capacity-building culture that sustains the work of the learning organization in addressing continuous school improvement (Lambert, 2003).

Culture Re-boot provides the tools to assess the culture at your school and articulate steps to improve it.

Breakthrough Principals provides a step-by-step guide for assessing the instructional side at your school and implementing systems and practices that increases student learning through case studies of exemplary principals and answers the question, “Where do I begin”.

The structure of the course features three (3) discussion board activities plus three (3) major assignments, all of which are spaced out across the semester. The orientation on Saturday, August 27th provides the opportunity to meet everyone and experience and reflect on leadership, the culture of schools, the areas of possible instructional improvement, along with the defining the ‘why’ of what you do every day which explains "how we get things done around here." Value-added class meetings on September 17, October 15, and November 12 extend the content and allow candidates to present their work and assignment findings. The final class meeting on December 3rd provides presentation time for the final assignment, as well as time to turn in final papers and provide reflections on the course. Students are responsible for all learning requirements as detailed in the revised syllabus/calendar.

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

COURSE LEARNING OBJECTIVES

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

STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)

Students will be able to build a collaborative, capacity-building culture through use of the following:

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

STANDARDS FOR PRINCIPAL CERTIFICATE

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

- Standard A School Culture (skill statements 1, 6-10, 12-13)
- Standard C Human Capital (skill statement 6)
- Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9, 11)
- Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 8)

Principal TExES 268/PASL domains/competencies

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

DOMAIN I SCHOOL CULTURE

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

DOMAIN III HUMAN CAPITAL

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

DOMAIN IV EXECUTIVE LEADERSHIP

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

DOMAIN VI ETHICS, EQUITY, & DIVERSITY

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

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

- *Professional Standards for Educational Leaders* (NPBEA <http://www.npbea.org>) Standard 1 Mission, Vision, & Core Values (skill

statements A-G)

Standard 2 Ethics & Professional Norms (skill statements A-F)

Standard 3 Equity & Cultural Responsiveness (skill statement H)

Standard 5 Community of Care & Support for Students (skill statement

A) Standard 9 Operations & Management (skill statement K)

Standard 10 School Improvement (skill statements A-C)

- *National Educational Leadership Preparation Standards* (NPBEA Building Level <http://www.npbea.org>)
Standard 1 Mission, Vision, & Core Values (skill statements 1.1, 1.2, 1.4)
Standard 3 Equity & Cultural Leadership (skill statement 3.1)
Standard 8 Internship and Clinical Practice (skill statements 8.1, 8.3)

Required Reading and Textbook(s):

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

- *Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016. (9781118801178)
- Kaplan, L, & Owings, W. (2013). *Culture Re-boot: Reinvigorating school culture to improve student outcomes*. Thousand Oaks, CA: Corwin Press. (ISBN 9781452217321)

COURSE REQUIREMENTS

ASSIGNMENTS/ASSESSMENTS (SLO ALIGNMENT)

Online Discussion Board Reflective Dialogues (SLO #1-7)

(20 pts each = 60 pts.)

Students will engage in a series of online dialogue sessions via the Canvas discussion board focusing on three assigned readings:

1. Discussion board #1: *“How Leaders influence the Culture of Schools”*
2. Discussion board #2: *“e-Leadership of School Principals: Increasing School Effectiveness by a School Data and Management System”*
3. Discussion board #3: *“Mastering the Master Schedule”*

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

([Collaborative Participation Assessment Rubric](#))

Personal Leadership Philosophy and Mission Statement (SLO #1, 3, 6, 7)

(100 pts.)

You may have heard the phrase that ‘philosophy drives practice’ which means that what you believe and value in your philosophy will guide the daily actions you take as a leader. In this assignment, the student will prepare a personal leadership philosophy which can be distilled into a brief, concise mission statement. Although a personal leadership philosophy covers many roles in an individual’s life, of particular interest is the portion of the personal philosophy that addresses the professional question of “what I would offer to a school or school district as an educational leader.” In this leadership philosophy, it should reflect what the candidate would ‘go to the carpet for’ in terms of non-negotiables. Much like putting your goals down in

writing for the first time, remember that your philosophy is a work in progress and should be periodically revised and updated. Putting it in writing the first time is hard work, so be patient with yourself as you craft the words you choose. Students will share their leadership philosophy and mission statement with class peers at the class meeting in October. **The personal leadership philosophy and mission statement is to be included in the professional portfolio and no longer than two pages (12 pt Arial font, double-spaced). No title page is needed.** Use APA format in preparing this assignment as appropriate.

(Written Product Assessment Rubric)

Transformational Leadership Framework (TFL) Campus Assessment

(100 pts.)

The student will take the Learning and Teaching category of the Transformational Leadership Framework (Levers 1-4) found in *Breakthrough Principals* and do a careful and thorough analysis of their campus to determine the current stage of their campus on the assessment and identify what actions/next steps they should consider to improve their school in these areas. This is covered in the first three chapters of the text. The other categories of the TFL can be used by the candidate to assess other areas for instructional improvement outside of this course to uncover additional areas that need to be addressed, but only the Learning and Teaching category is a formal assignment for the course. Each candidate will present the results in an 8-10 slide PowerPoint deck. (See calendar for dates)

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

(100 pts.)

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

The final written product will include two sections – Section One is an initial two-month culture re-boot analysis and priorities identification process completed by the candidate with guidance from the key school leaders group, and Section Two is the development of a one-year culture re-boot proposed study plan involving the school community in culture analysis and improvement planning and implementation. The key school leaders group will again provide input. Each candidate will present the results in an 8-10 slide PowerPoint deck.

Section One Requirements:

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

Section Two Requirements:

(1) description of a step-by-step one-year process to organize a culture re-boot study involving the whole

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

(Decision Support Rubric – APA required)

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

Attendance In-Person Program Saturdays

(5 pts x 5 Saturdays = 25 points)

Candidate attendance/participation in the in-person class sessions is a critical component of the hybrid/blended delivery model of the Educational Leadership Program. In-person class sessions are intentionally designed to enhance, enrich, and extend course content. Attendance/participation in the program Saturday sessions maximizes student potential for successful degree completion and Principal certification. Each in-person Saturday class session equals 5 pts (25 total for semester).

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments using the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics are on the next three pages and in Appendix A. Instructor, self, and peer evaluation assess growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted.* In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. *You are expected to attend and participate in class sessions, AND complete and submit all assignments to be eligible for an A in the course. Missing a Saturday class session is not a reason to miss an assignment.* A grade of C may result in retaking the course. The point system may be revised if necessary to accommodate unexpected changes in the course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 320 of 385 points on the following learning assignments/assessments. For a grade of B, a total of 80% or a minimum of 288 of 385 points must be earned. Maximum points for each assignment are in ().

- Three discussion board activities reaction to course content (3x20=60 points)
- Personal Leadership Philosophy and Mission Statement Assignment (100 points)
- Transactional Leadership Framework Campus Assessment (100 points)
- Culture Re-Boot Analysis and Study Plan Assignment (100 points)
- Attendance In-Person Program Saturdays (25 points)

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. In addition to specific suggestions and/or criteria given in individual courses, the grading criteria and rubrics on the following pages will be used in the course.

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

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

SYSTEMIC DECISION SUPPORT ASSESSMENT RUBRIC

	LEVEL FOUR=8 pts	LEVEL THREE=6 pts	LEVEL TWO=4 pts	LEVEL ONE=2 pts
DIMENSION I Identification & Description of Issue or Need Creating Dissonance in the System	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.
DIMENSION II Analysis of Issue or Need and Possible Leverage Points in the System	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.
DIMENSION III Action Plan Development to Resolve Issue Dissonance in the System	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.
DIMENSION IV Action Plan Implementation and Evaluation for Issue or Need in the System	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.
DIMENSION V Reflection of Decision Support Process for Issue Resolution and Improvement in the System	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.

EDLD 5339-110 Fall 2022 **DRAFT** COURSE CALENDAR*

August 22, 2022 – Fall 2022 Semester Begins

Focus Area	Week	Points	Start/Complete Dates	Assignment/Assessment
(SLO #1-7)	Weeks 1 and 2		August 22-28	First face-to-face class meeting – August 27th Intro and orientation to class Class activity – ‘Why do you do what you do’ Review course syllabus Begin reading Chapters 1-2 of <i>Culture Re-Boot</i> and Chapters 1-3 of <i>Breakthrough Principals: A Step-by-Step to Guide to Building Stronger Schools</i>
(SLO #1, 3, 6, 7)			August 29-Sept 4	
(SLO #1-7)	Week 3	20	September 5-11	Open Discussion Board #1 – “ <i>How Leaders Influence the Culture of Schools</i> ”
(SLO #1, 3, 6, 7)	Week 4		September 12-18	Second face-to-face class meeting – September 17th Discussion board #1 final day of posting Review posts from discussion board during class Introduce the Transformational Leadership Framework and review assignment
(SLO #1-7)	Week 5		September 19-25	Continue reading Chapters 3-7 of <i>Culture Re-Boot</i> and Chapters 4-8 of <i>Breakthrough Principals</i> Introduce Personal Leadership Philosophy and Mission Statement assignment
(SLO #1, 3, 6, 7)	Week 6		September 26-October 2	Start work on draft of Personal Leadership Philosophy and Mission Statement Set the stage for the Culture Re-Boot and School-wide Study Plan assignment
(SLO #1-7)	Week 7		October 3-9	Continue work on Personal Leadership Philosophy and Mission Statement assignment Begin work on <u>Section One</u> of Culture Re-boot analysis and school-wide plan. Continue work on Transformational Leadership Framework assignment
	Week 8	100	October 10-16	Third face-to-face class meeting – October 15th Personal Leadership Philosophy and Mission Statement – share in groups in class
	Week 9	20	October 17-23	Open Discussion Board #2 – “ <i>e-Leadership of School Principals: Increasing School Effectiveness by a School Data Management System</i> ”
	Week 10		October 24-30	Discussion Board #2 final day of posting Continue work on Transformational Leadership Framework assignment Start draft of Section Two of Culture Re-boot analysis and School-wide study plan assignment
(SLO #3, 6)	Week 11	20	October 31-November 6	Open Discussion Board #3 – “ <i>Mastering the Master Schedule</i> ” Continue work on Transformational Leadership Framework assignment Begin finalizing Section Two of Culture Re-boot analysis assignment
(SLO #1-7)	Week 12	100	November 7-13	Fourth face-to-face class meeting – November 12th Discussion Board #3 final day of posting. Individual Ppt. Presentations of Culture Re-Boot analysis and school-wide plan, 8-10 slides Review posts from discussion boards 2&3 during class Happy Veteran’s Day November 11th (University closed)
(SLO #1-7)				
(SLO #1-7)	Week 13		November 14-20	Continue final edits on Culture Re-boot assignment Continue work on Transformational Leadership Framework, Learning & Teaching cat.
(SLO #1-7)	Week 14		November 21-27	Complete final paper on Culture Re-boot assignment Continue work on Transformational Leadership Framework incl draft of slide deck Happy Thanksgiving November 25, 26th (University closed)
	Week 15	100	November 28-December 4	Final face-to-face class meeting – December 3rd Individual Ppt. Presentations of Transformational Leadership Framework assignment, 8-10 slides Final paper - Key Assessment: Culture Re-Boot analysis and School-Wide Study Plan Final paper – Transformational Leadership Framework assignment
	Week 16		December 5-9	Final week – turn in all miscellaneous remaining assignments, etc.
Total points		360		

*Specific instructions for each assignment are outlined in Canvas. The course outline/calendar above serves as a broad overview that is to be printed and displayed in a prominent location in your work space. For successful completion of this course, students will need to follow the calendar for readings and assignments. Additional course readings, videos, Web content, etc., will be provided on the Canvas site and will be **essential** to the course.

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

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

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

Online Proctored Testing

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

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tam.u.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

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 Warrior Center for Student Success, Equity 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, WH-212; or call (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://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and

potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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 [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 Associate Dean in 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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[<https://tamuct.libcal.com/appointments/?g=6956>]. 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>]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and 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/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

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

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

OTHER POLICIES

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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