



**TEXAS A&M UNIVERSITY - TEXARKANA**  
**DEPARTMENT OF EDUCATION ADMINISTRATION**  
**EDAD 531**  
**INSTRUCTIONAL LEADERSHIP**

**Spring, 2015**

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903.831.4086

**I. Course Number: 531**

**II. Course Title: Instructional Leadership**

**III. Semester Credit Hours: 3**

## **VISION DEPARTMENT OF EDUCATION LEADERSHIP**

The vision of the department of Education Leadership is to be an advocate for all Pre k – doctoral students both inside and outside the classroom. We propose to do this by focusing on the campus culture, climate, instruction, curriculum, staff development, student safety, facilities, school finance, and specifically on the diverse needs of our students.

### **IV. COURSE DESCRIPTION**

This course involves the study of the functions and responsibilities of campus administrators as instructional leaders. It is designed to provide students with an overview of the position and the opportunity to analyze and investigate its many aspects. Emphasis will be on linking theory to practice and on facilitating the transition to this important leadership position. We will seek to expand the student's knowledge base, develop performance capabilities, and analyze related characteristics of educational leadership. Theoretical concepts and practical illustrations will be used to deepen students' understanding of instructional leadership and supervision within the campus administrator role. Specific topics that will be discussed within this course include Professional Learning Community Leadership, Organizational Health & Reform, Professional Development, Community Culture & Climate, and Instructional Supervision and Management.

### **V. COURSE DELIVERY METHOD**

- Place: Online Synchronous Web meeting Sessions
- Day: Wednesday
- Dates: TBD
- Time: 4:30 PM – 9:30 PM

### **VI. REQUIRED TEXTBOOKS**

- Ubben, G. C. (2010). *The principal: Creative leadership for excellence in schools*, 7<sup>th</sup> ed. Pearson Education, Upper Saddle River, NJ.
- Wilmore, E. L. (2013). *Passing the principal TExES exam: Keys to certification and school leadership* (2<sup>nd</sup> Ed.). Corwin, Thousand Oaks, CA.
- TExES Principal Preparation Manual:  
[http://cms.texas-ets.org/files/1413/2949/6303/068\\_principal.pdf](http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf)
- APA Manual, 6<sup>th</sup> Ed. American Psychological Association.

*Supplemental Resources (also available under Library Resources)*

This list is not intended to be an exhaustive guide, but a source for supplemental reading that supports the concepts presented in the Principal TExES Exam. Many of these resources include content that is relevant to more than one domain.

## **DOMAIN 1**

Abrams, J. (2009). *Having hard conversations*. Thousand Oaks, CA: Corwin.

Blanchard, K. & Burrows, H. & Oncken, W. (1989). *The one minute manager meets the monkey*. New York: HarperCollins Publishers.

Blanchard, K. & Johnson, S. (1993). *Leadership and the one minute manager*. (Anniversary Ed.). New York: HarperCollins Publishers.

Blankstein, A. M. & Houston, P. D. (2011). *Leadership for social justice and democracy in our schools*. Thousand Oaks, CA: Corwin.

Carter, S. C. (2010). *On purpose: How great school cultures form strong character*. Thousand Oaks, CA: Corwin.

Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. (25<sup>th</sup> Anniversary Ed.). New York, NY: Simon & Schuster.

Daresh, J. C. & Lynch, J. (2010). *Improve learning by building community*. Thousand Oaks, CA: Corwin.

Davies, B., & Brighthouse, T. (2009). *Passionate leadership in education*. Thousand Oaks, CA: Corwin.

Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., et al. (2009). *School, family, and community partnerships: Your handbook for action* (3rd Ed.). Thousand Oaks, CA: Corwin.

Fullan, M. (2010). *The moral imperative realized*. Thousand Oaks, CA: Corwin.

- Goldring, E., & Berends, M. (2009). *Leading with data: Pathways to improve your school*. Thousand Oaks, CA: Corwin.
- Hargreaves, A. & Shirley, D. (2009). *The fourth way: The inspiring future for educational change*. Thousand Oaks, CA: Corwin.
- Hoy, W. H., & Miskel, C. G. (2012). *Educational administration: Theory, research, and practice* (5th Ed.). New York: McGraw-Hill.
- Hoyle, J. R. (2002). *Leadership and the force of love: Six keys to motivating with love*. Thousand Oaks, CA: Corwin Press.
- Preble, B. & Gordon, R. (2011). *Transforming school climate and learning: Beyond bullying and compliance*. Thousand Oaks, CA: Corwin.
- Rebore, R. W., & Walmsley, A. L. E. (2009). *Genuine school leadership: Experience, reflection, and beliefs*. Thousand Oaks, CA: Corwin.
- Sagor, R. & Rickey, D. (2012). *The relentless pursuit of excellence: Lessons from a transformational leader*. Thousand Oaks, CA: Corwin.
- Terrell, R. D., & Lindsey, R. B. (2009). *Culturally proficient leadership: The personal journey begins within*. Thousand Oaks, CA: Corwin.
- West, C. E., & Derrington, M. L. (2009). *Leadership teaming: The superintendent-principal relationship*. Thousand Oaks, CA: Corwin.
- Wilmore, E. L. (2002). *Principal leadership: Applying the new educational leadership constituent council (ELCC) standards*. Thousand Oaks, CA: Corwin,
- Wilmore, E. L. (2008). *Superintendent leadership: Applying the educational leadership (ELLC) standards for improved district performance*. Thousand Oaks, CA: Corwin.

## DOMAIN 2

- Alford, B. J. & Nino, M. C. (2011). *Leading academic achievement for English language learners: A guide for principals*. Thousand Oaks, CA: Corwin.
- Bender, W. N. (2012). *Differentiating instruction for students with learning disabilities: New best practices for general and special educators*. Thousand Oaks, CA: Corwin.
- Blankenstein, A. M. (2013). *Failure is not an option: Six principles that guide student achievement in high-performing schools*. Thousand Oaks, CA: Corwin.
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- Capper, C. A., & Frattura, E. M. (2009). *Meeting the needs of students of all abilities: How leaders go beyond inclusion* (2nd Ed.). Thousand Oaks, CA: Corwin.
- Collier, C. (2010). *Seven steps to separating difference from disability*. Thousand Oaks, CA: Corwin.
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- Fullan, M. (2005). *Leadership sustainability*. Thousand Oaks, CA: Corwin.
- Glickman, C. D., Gordan, S. P., & Ross-Gordan, J. M. (2009). *Supervision and instructional leadership: A developmental approach*. (8<sup>th</sup> Ed.). Boston: Allyn & Bacon.
- Howard, T., Dresser, S. G., & Dunklee, D. R. (2009). *Poverty is not a learning disability: Equalizing opportunities for low SES students*. Thousand Oaks, CA: Corwin.

- Hoyle, J. R., English, F. W., Steffy, B. E. (1998). *Skills for successful 21<sup>st</sup> century school leaders: Standards for peak performers*. Arlington, VA: American Association of School Administrators.
- Kee, K., Anderson, K, Dearing, V. Harris, E. & Shuster, F. (2010). *Results coaching: The new essential for school leaders*. Thousand Oaks, CA: Corwin.
- Love, N. (2009). *Using data to improve learning for all: A collaborative inquiry approach*. Thousand Oaks, CA: Corwin.
- Maanum, J. L. (2009). *The general educator's guide to special education* (3rd Ed.). Thousand Oaks, CA: Corwin.
- Madigan, J. B. & Schroth-Cavataio, G. (2011). *Mentorship of special educators*. Thousand Oaks, CA: Corwin.
- Mandinach, E. B. & Jackson, S. S. (2012). *Transforming teaching and learning through data-driven decision making: Classroom insights from educational psychology*. Thousand Oaks, CA: Corwin.
- Morel, N. J. & Cushman, C. S. (2012). *How to build an instructional coaching program for maximum capacity*. Thousand Oaks, CA: Corwin.
- Murawski, W.W. & Spencer, S. (2011). *Collaborate, communicate, and differentiate!* Thousand Oaks, CA: Corwin.
- O'Neill, J., & Conzemius, A. (2006). *Supervision: A redefinition* (8<sup>th</sup> Ed.). Boston: McGraw-Hill.
- Osborne, A. G., & Russo, C. J. (2009). *Discipline in special education*. Thousand Oaks, CA: Corwin.
- Payne, R. K. (2005). *A framework for understanding poverty*. Baytown, TX: RFT.
- Popham, W. J. (2010). *Everything school leaders need to know about assessment*. Thousand Oaks, CA: Corwin.

- Reksten, L. E. (2009). *Sustaining extraordinary student achievement*. Thousand Oaks, CA: Corwin.
- Whitaker, T. (2012). *What great principals do differently: Eighteen things that matter most* (2<sup>nd</sup> Ed.). Larchmont, NY: Eye on Education.
- Wilmore, E. L. (2004). *Principal induction: A standards-based model for administrator development*. Thousand Oaks, CA: Corwin.
- Wilmore, E. L. (2010). *Passing the superintendent TExES exam: Keys to certification and district leadership*. Thousand Oaks, CA: Corwin.
- Worthen, B., Sanders, J., & Fitzpatrick, J. (2010). *Program evaluation, alternative approaches and practical guidelines* (4th Ed.). New York: Addison-Wesley.
- Yendol-Hoppey, D. & Dane, N. F. (2010). *Powerful professional development*. Thousand Oaks, CA: Corwin

### **DOMAIN 3**

- Brunner, J. M., & Lewis, D. K. (2009). *Safe & secure schools: 27 strategies for prevention and intervention*. Thousand Oaks, CA: Corwin.
- McNeal, B., & Oxholm, T. (2009). *A school district's journey to excellence: Lessons from business and education*. Thousand Oaks, CA: Corwin.
- Meyer, L. H. & Evans, I. M. (2012). *The school leader's guide to restorative school discipline*. Thousand Oaks, CA: Corwin.
- Odden, A. (2012). *Improving student learning when budgets are tight*. Thousand Oaks, CA: Corwin.
- Olsen, K. D. (2010). *What brain research can teach about cutting school budgets*. Thousand Oaks, CA: Corwin.

- Osborne, A. G., Jr., Russo, C. J. (2011). *The legal rights and responsibilities of teachers: Issues of employment and instruction*. Thousand Oaks, CA: Corwin.
- Poston, W. K., Jr. (2010). *School budgeting for hard times: Confronting cutbacks and critics*. Thousand Oaks, CA: Corwin.
- Schimmel, D., Eckes, S., & Militello, M. (2010). *Principals teaching the law: 10 legal lessons your teachers must know*. Thousand Oaks, CA: Corwin.
- Sorenson, R. D., & Goldsmith, L. M. (2012). *The principal's guide to school budgeting*. Thousand Oaks, CA: Corwin.
- Strickland, C. A., & Glass, K. T. (2009). *Staff development guide for the parallel curriculum*. Thousand Oaks, CA: Corwin.
- Thompson, R., Kitchie, L., & Gagnon, R. (2011). *Constructing an online professional learning network for school unity and student achievement*. Thousand Oaks, CA: Corwin.
- Tileston, D. W., & Darling, S. K. (2009). *Teaching students of poverty and diverse culture*. Thousand Oaks, CA: Corwin.
- Trolley, B. C. & Hanel, C. (2009). *Cyber kids, cyber bullying, cyber balance*. Thousand Oaks, CA: Corwin.

## **VII. STUDENT LEARNING OBJECTIVES**

### **Curriculum Alignment Student Learning Outcomes**

*Student Learning Outcomes:* Upon completion of the Master of Education in Education Leadership and potential certification as a principal, students will be expected to demonstrate proficiency in 9 Student learning Outcomes (SLOs). These nine SLOs are directly aligned with the TExES Principal Competencies. Successful graduates of the program will demonstrate the ability to:

- **SLO 1:** Shape school culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.
  - 1.1** Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

**1.3** Implement strategies to ensure the developmental of collegial relationships and effective collaboration.

**1.5** Use various types of information (e.g. demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

**1.6** Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.

**1.7** Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.

**1.11** Acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision,

- **SLO 2:** Communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
  - 2.4** Develop and implement strategies for effective internal and external communications.
  - 2.7** Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
  - 2.8** Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- **SLO 3:** Act with integrity, fairness, and in an ethical and legal manner.
  - 3.6** Articulate the importance of education in a free democratic society
  - 3.7** Serve as an advocate for all children
  - 3.9** Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation
- **SLO 4:** Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance
  - 4.1** Facilitate effective campus curriculum planning based on knowledge of various factors (e.g. emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
  - 4.2** Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
  - 4.3** Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content and alignment.
  - 4.7** Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.
- **SLO 5:** Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
  - 5.1** Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
  - 5.2** Facilitate the implementation of sound, research-based instructional strategies,

decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

**5.3** Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.

**5.4** Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

**5.5** Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.

**5.9** Analyze instructional needs and allocate resources effectively and equitably,

- **SLO 6:** Implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

**6.1** Work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

**6.5** Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

**6.6** Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

**6.7** Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

- **SLO 7:** Apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

**7.2** Implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.

**7.4** Use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

**7.5** Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.

## VIII. COURSE OUTLINE

### ASSIGNMENTS

- Instructional Leadership Blackboard discussions
- Project 1: Instructional Leadership Book Synopsis
- Project 2: Administrator Shadowing Experience
- Project 3: *The Principal* Chapter Presentation
- Final Research Paper (Final Exam)
- Decision Set Group Activity
- PACT Ethics Module Certificate

### DUE DATE

Per module  
By 3<sup>rd</sup> class  
By 4<sup>th</sup> class  
TBA  
By 4<sup>th</sup> class  
By 5<sup>th</sup> class  
By 5<sup>th</sup> class

## IX. METHODS OF EVALUATION

### ASSIGNMENT

• Project 1:	100
• Project 2:	100
• Project 3:	100
• BlackBoard Discussions	10 points per discussion
• Final Research Paper	100
• Decision Set Preparation	100
• PACT Ethics Module	25

### POINT VALUE

*The course assignments are attached to end of this document.*

### EDAD WRITING STANDARDS RUBRIC

	5	4	3	2	1
<b>Assignment Requirements</b>	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material from the perspective of an administrator.	Addresses each aspect of the assignment from the perspective of an administrator.	Addresses the appropriate topic and partially fulfills assignment requirements from the perspective of an administrator.	Addresses the appropriate topic, but omits most or all of the assignment requirements from the perspective of an administrator.	Off topic or vaguely addresses the topic or does not address the issue from the perspective of an administrator.
<b>Quality of Evidence</b>	Provides details that help develop each element of the text and provide supporting statements, evidence or examples necessary to explain or persuade effectively from the perspective of an administrator.	Provides details that support the elements of the text with sufficient clarity, depth and accuracy from the perspective of an administrator..	Provides details that are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy from the perspective of an administrator.	Provides details that are loosely related to the elements of the text, but are lacking clarity, depth and accuracy from the perspective of an administrator.	Provides details that do not develop the elements of the text or do not develop them from the perspective of an administrator.
<b>Quantity of Evidence</b>	All points are supported by a sufficient number of details from the perspective of an administrator.	All points are developed, but some may need additional details from the perspective of an administrator.	Additional details are needed to develop some points from the perspective of an administrator.	Additional details are needed to develop most points from the perspective of an administrator.	Virtually no details are present from the perspective of an administrator.

<b>Grammar and Mechanics and APA</b>	Sentences are grammatically and mechanically correct. Correct use of APA	Some grammatical, mechanical, and APA errors exist, but do not affect readability.	A limited variety of grammatical, mechanical and APA errors exist.	A variety of grammatical and APA errors appear throughout the text possibly affecting readability.	Most sentences exhibit multiple APA, grammatical and mechanical errors, obstructing meaning.
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## X. GRADING SCALE

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 65 – 69 D
- Below 59% F

**Constantly arriving late or leaving class early will result in a deduction of a minimum of five points off.**

**A letter grade will be subtracted from any assignment not completed on time unless the professor accepts explanation &/or makeup and has prior notification.**

## XI. LIBRARY RESOURCES

### DOMAIN 1

Abrams, J. (2009). *Having hard conversations*. Thousand Oaks, CA: Corwin.

Blanchard, K. & Burrows, H. & Oncken, W. (1989). *The one minute manager meets the monkey*. New York: HarperCollins Publishers.

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- Murawski, W.W. & Spencer, S. (2011). *Collaborate, communicate, and differentiate!* Thousand Oaks, CA: Corwin.
- O'Neill, J., & Conzemius, A. (2006). *Supervision: A redefinition* (8<sup>th</sup> Ed.). Boston: McGraw-Hill.
- Osborne, A. G., & Russo, C. J. (2009). *Discipline in special education*. Thousand Oaks, CA: Corwin.
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- Yendol-Hoppey, D. & Dane, N. F. (2010). *Powerful professional development*. Thousand Oaks, CA: Corwin

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- Poston, W. K., Jr. (2010). *School budgeting for hard times: Confronting cutbacks and critics*. Thousand Oaks, CA: Corwin.
- Schimmel, D., Eckes, S., & Militello, M. (2010). *Principals teaching the law: 10 legal lessons your teachers must know*. Thousand Oaks, CA: Corwin.
- Sorenson, R. D., & Goldsmith, L. M. (2012). *The principal's guide to school budgeting*. Thousand Oaks, CA: Corwin.
- Strickland, C. A., & Glass, K. T. (2009). *Staff development guide for the parallel curriculum*. Thousand Oaks, CA: Corwin.
- Thompson, R., Kitchie, L., & Gagnon, R. (2011). *Constructing an online professional learning network for school unity and student achievement*. Thousand Oaks, CA: Corwin.
- Tileston, D. W., & Darling, S. K. (2009). *Teaching students of poverty and diverse culture*. Thousand Oaks, CA: Corwin.
- Trolley, B. C. & Hanel, C. (2009). *Cyber kids, cyber bullying, cyber balance*. Thousand Oaks, CA: Corwin.

## **XII. STUDENT PARTICIPATION**

### **a. Participation Policy**

- Place: Online Synchronous Web meeting Sessions
  - Day: Wednesday
  - Dates: TBD
  - Time: 4:30PM–9:00 PM
- Attend class as determined by university calendar & course activities. Notify in advance if to be absent.
  - Participate in class discussions and comprehension activities as assigned
  - Present research reports on course topics
  - Complete professional readings on current issues
  - Complete assignments to demonstrate proficiency in the TExES competencies.
  - Students absent one period: required to DEMONSTRATE concepts missed, or average lowered by one grade

### **b. Course Etiquette:**

Students are expected to be professional while interacting online with the instructor and/or other classmates. Derogatory, rude, or offensive conduct will not be tolerated. This kind of behavior can result in failure of the course.

### **c. Discussion Board Standards**

Questions will be posted on Blackboard regarding instructional leadership after each class meeting. Each student is responsible for posting an original thread and required to comment on the post of two other class members. Students will have one week per Discussion Board to complete this activity and can receive up to 10 points per discussion question towards their final semester grade.

## **XIII. DISABILITY ACCOMMODATIONS**

Students with disabilities may request reasonable accommodations through the A&M- Texarkana Disability Services Office by calling 903-223-3062.

## **XIV. ACADEMIC INTEGRITY.**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions.

### **a. CHEATING**

All written work submitted for a grade in this course must be the product of your own composition. Papers and assignments written by previous students in the class can be tracked, and use of them by another student is considered cheating. Ideas generated due to reading and group discussion may provide the inspiration for your work but should not be the sole ideas represented. With collaborative projects, of course, ideas should be representative of the group's work.

### ***b. PLAGIARISM***

The act of presenting as your own work another individual's ideas, words, data, or research material. The concept applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged; at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. The only exception to this requirement would involve what is familiar and commonly held (e.g. the fact that the earth is round).

### **XV. A&M-TEXARKANA EMAIL ADDRESS**

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

### **XVI. DROP POLICY**

To drop this course after the census date, a student must complete the Drop/Withdrawal Request Form, located on the University website (<http://tamut.edu/Student-Support/Registrar/Dropping.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email [Registrar@tamut.edu](mailto:Registrar@tamut.edu), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

## **Web-enhanced and online courses.**

### **XVII. CLASS PARTICIPATION**

Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR.

Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

### **XVIII. STUDENT TECHNICAL ASSISTANCE**

- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)  
Julia Allen (main contact) 903-223-3154 [julia.allen@tamut.edu](mailto:julia.allen@tamut.edu)  
Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)  
Jayson Ferguson (alternate) 903-223-3105 [jayson.ferguson@tamut.edu](mailto:jayson.ferguson@tamut.edu)

## **XVIII. TECHNICAL REQUIREMENTS**

### **Minimum Windows PC Requirements:**

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0\_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

### **Minimum Apple Macintosh Requirements:**

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

### **I-OS and Android Devices**

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



To access Texas A&M University - Texarkana, there is an individual license fee of \$1.99 per year or \$5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

*The Professor reserves the right to make changes to assignments, class schedule or syllabus.*

## PROJECT 1

### INSTRUCTIONAL LEADERSHIP BOOK SYNOPSIS

#### Instructions:

1. Select and read one of the supplemental educational leadership related books provided below. You may choose to select a different book with the permission of the professor.
2. Create a presentation that includes the following:
  - a. A summary description of the book, its focus, and topics.
  - b. Answers to the following:
    - i. How can the information within the book be applied by educational leaders in schools?
    - ii. How did the content affect your thinking about the topic it presented?
    - iii. What did you learn?
  - c. Describe how the book relates to instructional leadership (specifically) and/or the Principalship (in general).
3. You may develop a synopsis format of your own choosing. PowerPoint presentations are only one of a number of formats that would be appropriate.
  - a. If you choose to use a PowerPoint (or similar software), please ensure the information you present is appropriately formatted for a presentation.
  - b. You may choose to do a narrative.
  - c. Copies should be supplied to the class and the professor.
4. Presentations will be 15 – 20 minutes in length. This may include a brief (<5 minutes) question and answer session at the end of the presentation.
5. Other details will be discussed in class.

#### EVALUATION

- Completeness of Content      40 Points
- Creativity                              20 Points
- Quality of PPT or Narrative      40 Points

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100 Points

## PROJECT 2

### ADMINISTRATOR SHADOWING EXPERIENCE

Students will shadow a campus level administrator, maintaining an observation log for reflection and goal setting.

#### INSTRUCTONS:

1. Meet with a campus administrator to identify at least 2 major instructional leadership-related activities for you to shadow and observe. Other minor activities may be shadowed to broaden the students understanding. However, activities where the student is actively participating (i.e. ARD meetings) cannot be used as a valid shadowing activity. Attempting to do so is a conflict of interest and will produce substandard performance as a participant and as an observer.
2. The content of the activities being shadowed must primarily focus on instructional related leadership functions of the administrator. A focus on substantive teaching and learning responsibilities is recommended. In addition, Leadership competencies and proficiencies and how they are demonstrated should be considered. Shadowing may include: attending a formal session; a series of informal meetings; a combination of formal and informal interchanges; or supervision and related activities.
3. You will “shadow” a campus administrator for a minimum of 15 hours (total) during the semester.
  - i. Longer blocks of time in shadowing are preferable to shorter blocks.
  - ii. Students are required to observe and to complete an account of specific activities for which each administrator is responsible.
  - iii. The shadowing process is a way to observe a school leader’s day-to-day activities and routines.
  - iv. Shadows are descriptive and are not an evaluation of administrative activities. Although some events may not be clear when you see them happening, you should not ask for an explanation at the time of observation. (Reflective interviews should be conducted for clarification purposes).
  - v. In short, your objective is to observe and take notes regarding the administrator instructional leadership activities without influencing or interrupting those actions.
    - i. Take descriptive/observational notes while you are shadowing; after the shadowing period is over, then write a full description of the shadowing experience. We will be regularly discussing these experiences in class.

4. After shadowing, you should meet with the administrator to reflect on the experience. You should prepare a set of questions (protocol) prior to this meeting and should record their responses to the questions along with any reflections of your own. Protocols will be discussed in class and should be turned in with transcripts.
5. The findings from shadowing experiences should be summarized, compared, and synthesized in a formal document (*You create the design & format*).
  - a. Make note of the SBEC competencies for each observational situation and briefly explain how the situation related to each competency that was noted.
6. Shadowing may NOT be done as a group project.

## EVALUATON

- Org. & Competency Identification                      20 points
- Quality & Nature of Observations:                      40 points
- Observation Summaries/Log:                              40 points

## PROJECT 3

### ***The Principal Chapter Presentation***

Each student will select and present to the class the content in one chapter of the text, *The Principal*. The criteria and description will be the same as Project 1. Grading will be as follows:

### **PROJECT 3: GROUP DECISION SET PROJECT**

Using a constructivist model of learning by doing, students will work in assigned groups to develop decision sets similar to those in the TExES Preparation Manual. Further details and group assignments will be discussed in class.

#### **EVALUATION**

Quality of decision sets	50
Following written directions	25
Quality of answers	25
	<hr/>
	100

### **PROJECT 4: PACT ETHICS MODULE**

Students will complete and submit the completion certificate for the PACT Ethics module. Access to the web site will be supplied by the CELA office via your ace email.

#### **EVALUATION**

Submission of certificate	25
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## **RESEARCH PAPER**

Students will write an 8 – 10 double spaced page research paper over any of the nine SBEC competencies of their choice. The paper should be in Times New Roman format and utilize APA format. Research and document the competency. Include why it is important in helping the principal and school be successful. The paper will be due by the last class meeting.

See EDAD Writing Rubric for scoring.