

*C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

*E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals.

DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

*A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that from the school’s strategic plans

*B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

INTEGRATION (Constructed Response Only) (These are included because they are the topics for which there will be constructed response questions (essay questions) on the TExES 268 Exam.)

C. Supports staff to effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)

Materials/Required Texts

Required Texts

- Bernhardt, V.L. (2017). Data Analysis for Continuous School Improvement (4th Ed.). N.Y.: Routledge. ISBN: 1138294624
- Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2018). The data coach’s guide to improving learning for all students (2018); Corwin: Thousand Oaks, CA. ISBN 978-1-4129-5001-5
- American Psychological Association (2010). Publication manual of the American psychological association (7th ed.). Washington, DC.

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers. The guidelines for style, grammar, and usage in this manual are mandatory in this course.

Assignments and Grades

Details for each of these assignments are posted on the Blackboard class website. All assignments are due by 11:59pm (Central Standard Time) on the due date listed.

| Mod/Assn# | Assn Name | Type of Assignment | Points | Due Date |
|-----------------|------------------------------|--|--------|----------|
| Module 1 | | | | |
| | | 1 st Day of Class | | July 1 |
| | Personal Contact Information | Submit the Personal Contact Information Sheet by this date | 10 | July 3 |
| | Introductions | Discussion Board: Introductions | 10 | July 3 |
| Mod1Ass 1-4 | Discussion Board | Action Research Readings and Discussion Board | 50 | July 7 |
| Mod1Assn5 | APA Review/Tutorial | Read Chapters 4-8 in the APA manual . Complete the Atomic Learning Module on APA and take the quiz. | 50 | July 10 |

| | | | | |
|---------------------|------------------------------------|---|------------|---------------------------|
| Mod1Assn6 | Quiz | Read Bernhardt Chapters 1 & 2 and Love, Stiles, Mundry, and DiRanna Ch. 1. Take the quiz. | 50 | July 13 |
| Module 2 | | | | |
| Mod2Assn1 | Student's Campus TAPR/CIP Analysis | Complete readings and analyze TAPR Reports. Write 2-3 page summary of the student learning problems identified in the reports. 1-to-1 video conference with the Instructor to discuss possible topics to select for the Portfolio topic. Meetings will be via Video Conference beginning July 21 - 28. | 100 | July 20 July 20-24 |
| Mod2Assn4 | Problem Statements / SMART Goals | Review the materials on how to write problem statements. Write a problem statement for the problem selected by the student as the targeted priority. | 50 | July 24 |
| Module 3 | | | | |
| Mo3Assn2 | Data Analysis | Review Bernhardt's Ch. 3-6 and complete data gathering and analysis worksheet. Create a data collection plan. | 100 | July 27 |
| Mod3Assn6 | Revise Data Analysis Report | Revise Data Analysis Report from original TAPR Analysis - to include multiple sources of data and Create a Data Collection Plan. | 75 | Aug. 3 |
| Module 4 | | | | |
| Mod4Assn4 | Data Analysis/PPT | Create a PowerPoint that highlights their data analysis of the TAPR report for their district, the potential root causes and solutions, the research gathered from scholarly sources. | 100 | Aug. 3 |
| Mod2Assn5 | IRB Application | Complete and submit the IRB application form. | 45 | Aug. 3 |
| Mod4Assn6 – Part 3 | Time Construct Test | Compete a timed construct test on data analysis in which they read data and identify priorities. | 25 | Aug. 5 |
| Mod4Assn6 – Part 4 | Review of Model Answers | Review model answer and write a reflection on how their construct test could be improved. | 25 | Aug 7 |
| Total Points | | | 700 | |

Details for each of these assignments are posted on the Blackboard class website. All assignments are due by 11:59pm (CST) on the due date listed.

The grading policy for this course is as follows:

630-700 points equate to an A

560-629 points equate to a B

490-559 equate to a C

489 or less receive an F.

Note: The Educational Leadership Program does not accept any "Cs" for credit in this program. Students scoring below a "B" in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will likely delay completion of the program as the program is sequential and the rotation must be followed.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need a computer, webcam, and microphone for the individualized study in this course. Students will meet for class via Blackboard Collaborate (Virtual Classroom). There are two mandatory class meeting.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

You are expected to login to the Blackboard site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.
9. The Educational Leadership Program does not accept any "Cs" for credit in this program.

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Accessibility Services has been provided. For additional information, please contact:

Accessibility Services Coordinator
(432) 837-8203