

<p>Jennifer M. Haan, Ph.D. Assistant Professor/Coordinator Educational Leadership Program Phone: 575.636.7237 (mobile) Email: jennifer.haan@sulross.edu</p>		<p style="text-align: center;">Virtual Office Hours</p> <p style="text-align: center;">T/W/Th, 12:00pm – 4:00pm (Alpine-CST) T/W/Th, 11:00am – 3:00pm (El Paso-MST) If above times are inconvenient, please contact me to set up an alternative time</p>
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Course Description

This course provides mastery for candidates as a curriculum specialist with an in-depth understanding of the entire change process. Candidates will finalize their implementation and monitoring plan and master the pre-, post-, and observation cycle to assist with monitoring the implementation. Candidates must have ready access to the Internet for this course.

Performance Standards, Goals, and Learning Objectives

ED 6355 contributes to the following TExES Competencies Program, Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs), and Student Marketable Skills. This course is also aligned to the TExES Principal Standards outlined in Texas Administrative Code §149.2001 available at <http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html>.

DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning)

- **Competency 003-The beginning principal knows how to collaboratively develop and implement high-quality instruction. (A&B)**
 - A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
 - B. Facilitates the use of sound, research-based practice in the development, implementation, coordinating and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- **Competency 004-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. (A, C, D,E)**
 - A. Monitors instructions routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction. (CR#1)
 - C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
 - D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
 - E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions. (CR#3)

DOMAIN III-HUMAN CAPITAL (Human Resource Management)

- **Competency 005-The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. (A&B)**
 - A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
 - B. Coaches and develops teachers by facilitating teacher self-assessment and goalsetting, conducting conferences, giving individualized feedback, and supporting individualized

professional growth opportunities

- **Competency 006- The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**
- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**
- **Competency 008-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management. (C)**
- C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

ED 6355 will address the following Student Learning Outcomes (SLOs):

Data Driven Instruction

- Components of quality assessments, including alignment and rigor (K)
- Multiple forms of assessment (K)
- Definition of “highest leverage” (K)
- Qualities of a strong student exemplar aligned to the standard (K)
- Components of a strong reteach plan (K)
- Data collection tools and analysis protocols (K)
- Implement consistent systems for the collection of student achievement data at regular intervals (formative and summative) (S)
- Intentionally plan all components of the data meeting, including anticipated teacher responses. (S)
- Establish strong systems and protocols to ensure that all teachers have a clear understanding of their role, to ensure participation and timeliness. (S)
- Deeply understand the focus standard and define the aligned exemplar response. Create or identify an exemplary response so that all can see the bar for rigor. (S)
- Analyze student work to identify the gaps between student performance and the exemplar, to identify the highest leverage misconception. (S)
- Leverage reflective questioning to support the teacher in uncovering the highest leverage error and conceptual misunderstanding (S)
- Identify the most appropriate approach to teach highest leverage misconception. (S)
- Plan intentional practice to support teachers in their ability to address misconceptions during the reteaching (S)
- Provide in-the-moment feedback to support teachers in ensuring their reteach effectively addresses the highest leverage misconception (S)
- A conceptual adjustment involves the need to know each student’s mastery, or lack of, after every lesson and concept has been taught (M)
- Leaders should push teachers to develop a better understanding of why students are not performing well on content that has been taught and what action is needed (M)
- The use of rubrics containing a progressive continuum of performance expectations that better supports teacher reflection and development is best practice (M)
- Data driven instruction can serve student achievement in multiple formats – it should look different to support different ages and ability groups (M)
- To effectively address student errors and misunderstandings, students should receive feedback and practice until they demonstrate mastery of the skill entirely on their own (M)

Observation and Feedback

- Standard criteria for teacher performance on a continuum of proficiency (K)
- Developmental process of acquiring pedagogical skills in terms of both management and rigor (K)
- Definition of “highest leverage” (K)
- Characteristics of high-quality action steps (K)
- Qualities of a strong exemplar (K)
- Qualities of strong reflective questions (K)
- Develop structures to support the scheduling and implementation of observation and feedback cycles (S)
- Develop systems to track teacher action steps (S)
- Observe instruction through the lens of standard criteria for teacher performance (S)
- Collect low inference data throughout the observation (S)
- Identify the highest leverage gap in teacher performance in relation to standard criteria for teacher performance. (S)
- Develop an aligned action step which is bite-sized, high leverage, and observable and clearly “name it” in plain language. (S)
- Identify or define the exemplary implementation of the highest leverage action step, so that the teacher can “see it.” (S)
- Leverage reflective questioning and low inference evidence to support the teacher in identifying the key elements of the exemplar. (S)
- Analyze teacher actions in relation to the exemplar to identify the highest leverage gaps in the teacher’s performance. (S)
- Leverage reflective questioning to support the teacher in uncovering the highest leverage gaps in their performance. (S)
- Intentionally plan for the practice, with the teacher, ensuring practice aligns to stated action step and the exemplar. (S)
- Facilitate teacher practice in alignment with the stated action step. (S)
- Provide in-the-moment feedback to the teacher to ensure that practice aligns to the stated action step and the exemplar. (S)
- Intentionally plan for a follow-up observation to ensure implementation of the action step. (S)
- Teachers deserve consistent feedback around their practice to fine tune their skills and improve (S)
- Feedback is most effective when it includes concrete action steps, which can be implemented within a week (K)
- Short-cycle, bite-sized feedback allows teachers to develop knowledge and skills rapidly (K)
- Practice is the most impactful component of the coaching conversation in supporting teachers in the development of new skills (K)

ED 6355 will address the following Marketable Skills:

- Students will be able to manage and lead diverse groups of people.
- Students will be able to communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
- Students will be able to gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.

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- Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.
- Students will be able to ensure that parents and other members of the community are an integral part of the campus culture.
- Students will be able to Implement strategies to ensure the development of collegial relationships and effective collaborations.

Materials

Required Texts

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7 ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615. (Same as ED5332)
2. Bambrick-Santoyo, P. (2018). *Driven By Data 2.0*. Jousey-Bass. ISBN 9781119524779.
3. Bambrick-Santoyo, P. (2016). *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass. ISBN: 9781119278719.
4. Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN: 9781118138601. (Same as ED5309)
5. Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2008). *The data coach’s guide to improving learning for all students*. Thousand Oaks, CA: Corwin Press. ISBN-13: 978- 1412950015; ISBN-10: 1412950015. (Same as ED5309)

Assignments and Grades

The Assignments are listed below. Descriptions are found in the Educational Leadership Practicum Handbook which is incorporated into this Syllabus. Students should read the Handbook carefully. The **grading policy** for this course is as follows: Students must complete all Practicum required hours, meetings, andpaperwork.

CATEGORIES		
Category	Description of Categories	Percentage of Total Grade
Alignment of Plans	Audit of your Logic Model, TIP (TARGETED IMPROVEMENT PLAN), PD (Professional Development) Plan, Problem Statement, and SMART Goal templates to ensure that they use consistent language and are aligned with dates in TIP	30%
Implementation and Monitoring Plan	Completed I&M (Implementation & Monitoring) Calendar; Template #8-PD/I&M Process	30%
Observation/Feedback and Coaching Activities	Observation/Feedback and Coaching Workshop; Observation/Feedback and Coaching Workshop Follow-Up Activities; Workshop Survey	30%
Update Portfolio	Update Portfolio Defense PPT and link artifacts	5%
Assignments	AEL Certificate; T-TESS Certificate	5%

Grading Policy

Students must complete all Practicum required hours, meetings, andpaperwork.

1. No late assignment will be accepted after its due date without prior instructor consent.
2. 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.

3. Extra credit points are not available.
4. ***There are no I's (incompletes) for this class.***
5. After 11:59 pm on the date for any assignment due is considered late.
6. There are no optional assignments in this course. All assignments must be completed to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment to pass the course (regardless of number of points accrued in the course.)
7. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

Grading Scale

100-90% equate to an A

89-80% equate to a B

79-70% equate to a C

69-60% equate to a D

59-50% or less receive an F

"Cs" are not accepted 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 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 meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

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.

Internet Web Resources

The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications as reference material on papers submitted in this class. Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (fromEBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

Format Requirements for Submittals

All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA.

A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that

provides: student name, date, assignment name and number. Also, put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

Academic Integrity

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole or another course and/or professor
- Turning in another's work as one's own
- Copying from professional works or Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Course Withdrawal

The Last day to drop a course with a 'W' is **Monday, February 20**. Drops must be processed and in the University Registrar's office by 4 p.m. A "W" on your transcript has no negative effect on your overall GPA. Please understand that dropping a course means you must re-register and pay tuition to take the course for credit. Additionally, dropping a course may affect your financial aid eligibility or probationary status.

Diversity Statement

My goal is to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me.

Students With Special Needs

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class.

Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC (Licensed Professional Counselors), SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we will get back to you as soon as we can during working hours), or email mschwartz@sulross.edu

Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Course Schedule

Module 1 Assignments	Items to Submit	Due Date/Time and Point Value
Mod1 Assn1 Alignment of Templates and Plans	<p>SUBMIT to Portfolio Folder in SRSU OneDrive: Updated Documents from Previous Coursework:</p> <ol style="list-style-type: none"> 1. Problem Statement Template 2. Logic Model 3. Instructional Strategies Template 4. TIP Calendar (including the Data Summary in TIP) 5. Professional Development Calendar/Agenda 6. Student Achievement Growth Charts 7. 4-6 weeks of Lesson Plans 8. Common Assessments (Pre-Assessment, Formative Assessments for the end of each cycle, and a Summative Assessment) 9. Scope & Sequence for the targeted TEKS 10. SMART Goal Template for Student Achievement 11. SMART Goal Template for PD <p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Plan Alignment Checklist 2. Link to Portfolio Folder in SRSU OneDrive 	<p>Saturday, January 21 Before 11:59pm</p> <p style="text-align: center;">100 points</p>
Mod1 Assn2 Updating Implementation and Monitoring Calendar	<p>SUBMIT to Portfolio Folder in SRSU OneDrive:</p> <ol style="list-style-type: none"> 1. Partially developed Weekly Data Analysis Agendas (for the 4 – 6 week implementation period) 2. Updated Common Assessments (Pre-Assessment; formative assessment(s); Summative Assessment) 3. Updated 4 – 6 weeks of Lesson Plans 4. 4 – 6 weeks of PASL Observation Forms (for each teacher being observed AND for each TEK being implemented); you must include anticipated dates and times for each observation 5. Reteaching Agenda 6. Partially completed Reteaching Template 7. Partially completed Student Achievement Growth Chart 8. Partially completed Implementation Adjustment Template 9. Partially completed PD Growth Chart 10. Teacher-created exemplar <p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 3. Updated Implementation and Monitoring Calendar 4. Implementation Adjustment Template 5. Completed TEMPLATE #8 PD I&M Process 6. Teacher-created exemplar 7. Link to Portfolio Folder in SRSU OneDrive 	<p>Saturday, January 28 Before 11:59pm</p> <p style="text-align: center;">100 points</p>

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Module 2 Assignments	Items to Submit	Due Date Time and Point Value
Mod2 Assn1 Pre-Work for Bambrick Observation/Feedback and Coaching Workshop (Mandatory)	SUBMIT to Blackboard BEFORE the Workshop: <ol style="list-style-type: none"> 1. Name It p. 138 2. Stop & Jot, p. 156 3. Stop & Jot, p. 158 4. Stop & Jot, p. 160 5. Stop & Jot, p. 162 6. Stop & Jot, p. 180 <p>On the day of the workshop, attend the workshop by clicking on the forthcoming Microsoft Teams Meeting link</p> <p>If you are unable to attend this workshop, you will be given an alternative assignment</p>	Saturday, February 11 10:00am – 2:00pm (CST) 9:00am – 1:00pm (MST) 100 points Includes 45-minute working lunch
Mod2 Assn2 Bambrick Workshop Follow-Up Activities	SUBMIT to Portfolio Folder in SRSU OneDrive <ol style="list-style-type: none"> 1. Completed PASL (Performance Assessment for School Leaders) Walkthrough Observation Form 2. Completed Giving Effective Feedback Script SUBMIT to Blackboard AFTER the Workshop: <ol style="list-style-type: none"> 1. Completed PASL Walkthrough Observation Form 2. Completed Giving Effective Feedback Script 	Saturday, February 11 Before 11:59pm 100 points
Mod2 Assn3 Bambrick Workshop Survey	Take the Observation/Feedback and Coaching Post-Workshop Survey in Blackboard.	Saturday, February 11 Before 11:59pm 100 points
Module 3 Assignments	Items to Submit	Due Date Time and Point Value
Mod3 Assn1 Update Portfolio	SUBMIT to Blackboard: <ol style="list-style-type: none"> 1. Link to Portfolio folder in SRSU OneDrive 	Saturday, March 4 Before 11:59pm 100 points
Mod3 Assn2 AEL Certificate	SUBMIT to Blackboard: AEL Training Certificate	Saturday, March 4 Before 11:59pm 100 points
Mod3 Assn3 T-TESS Certificate	SUBMIT to Blackboard: T-TESS Training Certificate	Saturday, March 4 Before 11:59pm 100 points