

<p>Chris Avalos Tresslar, Ph.D., Assistant Professor Educational Leadership Program Phone: 512 769 4416 (mobile) Email: christopher.tresslar@sulross.edu</p>		<p>Virtual Office Hours Anytime by appt. prior to 10:00pm (CST) May call or text anytime from 10:00 Am To 12:00 Midnight at 512 769 4416</p>
--	---	--

Course Description

This 8-week 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, in order to ensure participation and timeliness. (S)
- Deeply understand the focus standard and define the aligned exemplar response. Create or identify an exemplar 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 the misconception during the reteach (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 exemplar 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.

- Student will be able to gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.
- Ensures that parents and other members of the community are an integral part of the campus culture.
- Implement strategies to ensure the development of collegial relationships and effective collaborations.

Materials

Required Texts

1. Bambrick-Santoyo, P. (2016) *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass. ISBN: 9781119278719.
2. 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.
3. 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.

Highly Recommended Text

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7 ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615

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, and paperwork.

CATEGORIES		
Abbreviations	Description of Categories	Percentage of Total Grade
Alignment of Plans	Review your Logic Model, TIP, PD Plan, Problem Statement, and SMART Goal templates to ensure that they state the problem statement, SMART Goal, strategies, and Data Summary	10%
I & M Plan	I&M Calendar and Artifacts; Revised TIP Calendar	50%
Sup Meet and Docs	Class/Field Supervisor/Principal Mentor (Site Supervisor) Meetings and Signed Observations, Logs and Reflections	25%
Assignment	Bambrick Observation and Feedback Activities	15%

Grading Policy

Students must complete all Practicum required hours, meetings, and paperwork.

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 11:59 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 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.

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 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 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 (from EBSCO), 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 not option to redo for credit.

Diversity Statement

I aim 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 don't hesitate to come and talk with me. I want to be a resource for you.

Students With Special Needs

ADA Statement (Americans with Disabilities Act): Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services.

Students seeking accessibility services must contact:

Rebecca Greathouse Wren, M.Ed., LPC-S,

Counseling & Accessibility Services,

Telephone: 432-837-8203, or E-mail: rebecca.wren@sulross.edu.

For more information see: <https://www.sulross.edu/page/1384/accessibility-service>

Course Schedule

The course schedule of assignments and due dates will be listed in the BlackBoard shell. I will also list it in the announcements section. If any questions with dates or instructions, contact me.