Syllabus | ED6355 Instructional Leadership

Spring 2026 1st 8-Weeks

Gayle White, Ed.D. Assistant Professor of Practice Educational Leadership Program Phone: 956.202.2601 (mobile) Email: gayle.white@sulross.edu		**Virtual Office Hours** Tues and Thurs, 9:00am – 2:00pm (CST) **If above times are inconvenient, please contact me to set up an alternative time**

Course Description

This course provides candidates with the mastery of being a curriculum specialist, offering an in-depth understanding of the entire change process. Candidates will finalize their implementation and monitoring plan and master the pre-, post-, and observation cycles 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, coordination and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- **Competency004-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 goal-setting, 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-solvingtechniques 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 the 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 reteaching effectively addresses thehighest 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 adiverse 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.

- 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*. Josey-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)

Grading Policies

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.

Course Withdrawal

The Last day to drop this course with a 'W' is January 22, 2026. 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. Please consult the SRSU Academic Calendar for a listing of all important dates.

Libraries

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

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

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described

in the student handbook. Students in web-based courses must maintain proper equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

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, a calendar, and learning modules, among other things. Students willmeet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and a camera.

AI Policy

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies; however, the ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experiences or impacts that may occur when students interact with these tools.

Supportive Statement

My goal is to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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 contact me. I want to be a resource for you.

Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Americans with Disability Act Statement (ADA)

Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling Services

Sul Ross has partnered with TimelyCare where all SRSU students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Course Schedule

Module Assignments	Items to Submit	Due Date/Time and Point Value
Mod1 **Assn1** **Alignment of Templates and Plans**	SUBMIT to Blackboard (from previous courses): 1. Updated SMART Goal Template for Student Achievement 2. Updated SMART Goal Template for PD 3. Timeline of Data Team Meetings	Sunday, January 18 Before 11:59 pm 50 points
Assn2 **Updating Implementation and Monitoring Calendar**	SUBMIT to Blackboard: 1. Updated Implementation and Monitoring Calendar 2. Implementation Adjustment Template 3. Completed TEMPLATE #8 PD I&M Process 4. Teacher-created exemplar	Sunday, January 25 Before 11:59 pm 50 points
Mod 2 **Observation & Feedback Practice**	DB: Respond to the discussion boards (Smith & Stevenson) and respond to one classmate to extend the discussion.	Wednesday, January 28, 2026 100 points
Mod 3: **Data-Informed Practices**	DB: Submit a response to the discussion board and respond to two classmates to extend the discussion.	Sunday, February 1 Before 11:59 pm 100 points
Mod 4 **Pre-observation Conference**	DB: Submit a response to the conducting of the Pre-Observation Conference	Sunday, February 8 Before 11:59 pm 100 points
Mod 5 **PASL Walk Through**	PASL Walk Through Observation Form	Sunday, February 15 Before 11:59 pm 100 points
Mod 6 Post Observation w/ Feedback Script	DB: Post- Submit a response to the Post Observation Conference Assignment 2: Submit Feedback Script	Sunday, February 22 Before 11:59 pm 100 points
Mod 7 Conducting a Teacher Observation	Assignment 1: Pre-observation Conference form	Wednesday, February 25 Before 11:59 PM 100 points
	Assignment 2: PASL Walk Through Form	Sunday, March 1 Before 11:59 PM 100 points
	Assignment 3: Post Conference Feedback Script	Wednesday, March 4 Before 11:59 PM 100 points
Mod 8 **TX State Standards for Coaching Teachers**	SUBMIT to Blackboard: 1. Updated Portfolio- 2 Slides (Pillar 9) and Share Portfolio with Professor	Friday, March 6 Before 11:59 pm 30 points

Revised 1-2026