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STATE UNIVERSITY

EDAD 6378 Building Capacity for Teaching and Learning
Spring, 2018

EDAD 6378 is a required course for Masters of Education in Administration and the Principal Certification Program

College of Education, Department of Educational Leadership

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Office hours: Wednesdays 10:00 am to 2:00 pm or as arranged with professor

Class Format: online using Blackboard at SHSU and Zoom WebEx tool

Course Description: This course will address the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment and professional development.

Required Textbooks:

DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools.* Solution Tree Press: Bloomington, IN.

DuFour, R., DuFour, R., Eaker, R., Many, T., Mattos, M. (2016). *Learning by doing: A handbook for Professional Learning Communities at Work.* 3rd ed. Solution Tree Press: Bloomington, IN.

Course Objectives: The following objectives will be met during this course:

The principal and instructional leader will:

1. Prioritize instruction and student achievement using research-based best practices.
2. Facilitate teacher collaboration at the campus level for curriculum planning and alignment.
3. Support and promote a rigorous curriculum aligned with state standards that includes college and career readiness.
4. Facilitate the integration of technology to enhance learning.
5. Monitor curriculum implementation through observing instruction and attending collaborative feedback team meetings.
6. Analyze multiple forms of student data and outcomes of curriculum implementation to meet the needs of diverse student populations.
7. Promote instructional strategies that support student growth to reduce the achievement gap.
8. Support teachers to inform instructional practice and interventions with the use of classroom formative and summative assessment data.
9. Coach and develop teachers by facilitating goal setting and planning for comprehensive professional development programs.
10. Involve teachers in collaborative decision-making opportunities for instructional improvement.
11. Facilitate collaborative structures that support professional learning communities.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Gaining factual knowledge (terminology, classifications, methods, trends)

2. Learning to apply course material (to improve thinking, problem-solving, and decisions)

Important:

3. Learning fundamental principles, generalizations, or theories.

Grades

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C = Inconsistent Performance that may be impacted by incomplete assignments, absences, or tardiness. "C" work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F = Failure to Meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce masters level work.

Course Outline

Schedule of Assignments (see Blackboard for additional details)

Dates	Readings to be Completed for Assignments	Class Online Assignments and Discussion Boards (See Blackboard for full details)
Module #1 – The Purpose of the Collaborative Instructional Leader		
January 17 – January 31	Leadership Focus Topics: Action and Collaboration School Reform Drivers Read Chapters 1-3 – Revisiting PLC at Work Textbook Read Chapters 1-2 in Handbook	- Review syllabus - Obtain textbooks and start reading - Discussion Board #1 **(DB #1 due 1/29/18)** - Assignment #1 **(due 1/31/18)** - WebEx Discussion #1 regarding handbook scenario from Chapter 2 on **2/8/18. Group #1 at 7 pm and group #2 at 8 pm. Plan on 45 minutes for discussions.**
Module #2 – Learner Centered Culture and Processes		
February 1 – February 21	Leadership Focus Topics: Culture of Purposeful Learning The Change Process Mission, Vision, Values Read Chapters 4-6 - Revisiting PLC at Work Textbook Read Chapters 3 in Handbook	TBA
Module #3 – Assessment and Intervention		
February 22 – March 9	Leadership Focus Topics: Quality Formative and Summative Assessment Processes for Intervention and Enrichment Read Chapters 7-10 - Revisiting PLC at Work Textbook	TBA

	Read Chapter 6 and 7 in Handbook	
Module #4 –Professional Development and Planning		
March 19 – April 9	Leadership Focus Topics: Goal Setting and Professional Development Planning for Success Data Analysis Read Chapters 11-12- Revisiting PLC at Work Textbook Read Chapter 8 in Handbook	• TBA
Module #5 – Monitoring and Coaching		
April 10 – May 3	Leadership Focus Topics: Techniques for Monitoring Outcomes Coaching Teachers for Continuous Improvement Read Chapters 13-15 - Revisiting PLC at Work Textbook Read Chapter 9 in Handbook	• TBA

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
    - [Procedures in Cases of Academic Dishonesty #810213](#)
    - [Students with Disabilities #811006](#)
    - [Student Absences on Religious Holy Days #861001](#)
    - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
    - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
    - Technology during instruction is expected and required.
    - Technology during exams is expected and required.
    - Technology in emergencies: The student may use technology during emergencies after informing the professor if on a WebEx or other collaborative call for instructional purposes.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance
Students are expected to attend monthly WebEx discussions online when scheduled.

Course Expectations

268 Principal Framework
(Color denotes TEA Priority Statements; **BOLD denotes Domain and Competencies; * denotes EDAD 6378 emphasis)**

Domain I   School Culture (School and Community Leadership)
<u>**Competencies**</u>
001
The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)
001. A
Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals.
001. B
Uses emerging issues, recent research, knowledge of systems (e.g. school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision.
001. C
Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
001. D

Aligns financial, human, and material resources to support implementation of a campus vision and mission

001. E

Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

001. F

Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

001. G

Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

001. H

Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

001. I

Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

001. J

Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

002.

The beginning principal knows how to work with stakeholders as key partners to support student learning.

002. A

Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

002. B

Implements strategies to ensure the development of collegial relationships and effective collaboration

002. C

Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

002. D

Ensures that parents and other members of the community are an integral part of the campus culture

Domain II   Leading Learning (Instructional Leadership/ Teaching and Learning)

003.

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

*003. 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

*003. B

Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

*003. C

Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

*003. D
Implements a rigorous curriculum that is aligned with-state standards, including college and career-readiness standards
*003. E
Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

004.
The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
*004. A
Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction, (CR #1)
*004. B
Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations
(considering sociological, linguistic, cultural, and other factors)
*004. 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
*004. D
Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
004. 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 Resources Management)
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.
005. 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
005. B
*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
005. C
* Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
005. D
*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
005. E
Engages in ongoing and meaningful professional growth activities, reflects on his or her practice,

seeks
and acts on feedback, and strives to continually improve, learn, and grow

005. F
Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

006.
The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
006. A
Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
006. B
Facilitates collaborative structures that support professional learning communities in reviewing data,processes, and policies in order to improve teaching and learning in the school
006. C
Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
006. D
Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

Domain IV   Executive Leadership (Communication and Organization Management)
007.
The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
007. A
Understands how to effectively communicate a message in different ways to meet the needs of various audiences
007. B
Develops and implements strategies for systematically communicating internally and externally
007. C
Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
007. D
Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

008.
The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
008. A
Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
008. B
Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
008. C
Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques

to make timely, high-quality decisions

008. D

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

008. 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)

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.

009. 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 form the school's strategic plans

009. 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

009. C

Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives-and goals, and works to access additional resources as needed to support learning

009. D

Implements appropriate management techniques and group processes to define roles, assign functions,

delegate authority, and determine accountability for campus goal attainment

010

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

010.A

Implements strategies that enable the physical plant, equipment, and support systems to operate safely,

efficiently, and effectively to maintain a conducive learning environment

010.B

Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

010.C

Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

010.D

Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

010.E

Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

010.F

Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in

relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

010.G

Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

010.H

Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

Domain VI   Ethics, Equity, and Diversity

011

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

011.A

Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

011.B

Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

011.C

Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

011.D

Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

011.E

Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

011.F

Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

011.G

Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

011.H

Articulates the importance of education in a free, democratic society

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.