



EDAD 6394: Advancing Educational Leadership Spring, 2018

EDAD 6394 is a required course for Principal Certification.

College of Education, Department of Educational Leadership

Instructor: Dr. Janene Hemmen
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281-543-6761 (cell)

Office hours: Available by email/text/by appointment

Class Time: January 17 – May 10

FTF class dates: January 20, 27, and February 3, 8:30 – 4:30

Location of class: TWC – Room TBD. Check the screen inside TWC front door.

Course Description: This course is designed to certify individuals as having completed Advancing Educational Leadership. Emphasis is also placed on the improvement of instruction based on data and research findings and demonstration of leadership knowledge and skills.

NOTE: To meet the goals and objectives of this course, instruction consists of a minimum of 40 total hours.

Twenty-four hours of this 45-hour course are a prerequisite to the training for the Texas Teacher Evaluation Support System (TTESS), a state requirement for school administrators who evaluate teacher performance. In addition to a mid-management certificate, school principals are expected to have AEL and TTESS training once employed in a supervisory position. Emphasis is placed on the improvement of instruction through research findings, the demonstration of instructional improvement in various curricular offerings, and the development of leaders who can facilitate the process of educational change. The curriculum for this course includes the knowledge of the literature, ongoing student engagement in research and appropriate professional practice and training experiences in advancing educational leadership.

To receive AEL certification, students MUST attend the face to face classes, as the Texas Education Agency has not approved an online platform for the AEL training. The dates for the FTF classes are: January 20, 27, and February 3; 8:30 – 4:30

Textbook: The Texas Education Agency's approved AEL Participant Guide serves as the required text and includes a variety of materials and resources. Please go to Region 13 website and at the top of the page click on "products", and then on "leadership" to purchase the participant guide. You will need the manual by August 29, 2017. The cost of the guide is \$40.

Texas Education Agency. (2015). *Advancing educational leadership (AEL) participant guide*. Austin TX: Author.



Supporting Materials: Official certification: students MUST pay the required fee of \$75 to Sam Houston State University via **SAM Marketplace** (see Appendix A, page 10 of this syllabus). Your AEL Certificate fee **should BE PAID no later than January 27, 2018**. Please text me (281.543.6761) to let me know you have paid this \$75 fee.

Note: Region 13 ESC requires SHSU to pay this fee before you can access your AEL (Advancing Educational Leadership) certificate. Rosters are submitted AFTER the course is complete and fees are paid.

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

- 1) The aspiring principal will understand the processes needed to....
 - a) create a positive school culture; b) establish and sustain a vision, mission, and goals; c) develop self and others; d) improve instruction; and e) manage data and processes.
- 2) Participants will be able to
 - understand the role of an educational leader, with an emphasis on curriculum and instruction and data gathering and analysis
 - recognize that goal setting and action focused on goal attainment should support student achievement and a vision that assures learning for all students.
 - understand and apply effective conferencing, conflict resolution, and team building skills to support teaching and learning
 - understand and apply leadership skills necessary for teacher coaching and mentoring.

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

Essential:

Basic Cognitive Background

Objective 1. **Gaining a basic understanding of the subject** (terminology, classifications, methods, trends in becoming an instructional leader)

- Apply a framework for continuous improvement to school organizations and individuals in order to promote student success
- Connecting facts, understanding relationships
- Identify and utilize four critical elements in understanding and making decisions about teaching and learning

Application of Learning

Objective 2. **Learning to apply course material**

- Recognize the importance of utilizing systems thinking to make decisions
- Understand the role of an instructional leader in the system
- Apply a framework for continuous improvement to school organizations and individuals in order to promote student success

Intellectual Development

Objective 3. **Gaining a broader understanding and appreciation of intellectual/cultural activity.**

- Critically evaluating ideas, arguments, and points of view. Using higher level thinking skills in analysis and review of data from Data Packet and scenarios presented in course.



- Applying what you are learning in this course to clarify thinking or solve problems when consulting teachers and staff

Course Outline

Two Written Assignments

Principal Preparation Embedded Internship Activities (EA)

1. **Conduct a teacher observation.** Using the strategies and processes associated with teacher coaching, develop a support plan (ONLY) for the teacher, including the concepts learned in the **effective conferencing and the teacher coaching and mentoring strands included in the AEL framework.** 2-3 pages maximum See below for paper format requirements.
2. **Identify and describe various types of data and processes (FINAL EXAM)** from all components of a school system to determine needs of the campus for each of the following areas: (1) curriculum and instruction and related data analysis processes designed to support improving teaching and learning, (2) data used in goal setting and planning for a positive school culture, and (3) data and processes that include varied professional development activities, specifically those strategies that support effective conferencing, conflict resolution, and team building skills. Use the three-day Advancing Educational Leadership (AEL) training as your guide for your Exam. 3-4 pages maximum See top of page 4 for paper format requirements.

Written Assignments continued... (IMPORTANT)

All work is expected to be at the graduate level and reflects minimum grammatical/written mechanics errors in order to be accepted for a grade. If you have writing challenges, please seek assistance from The Academic Center prior to submitting your papers. See Announcements for contact information.

Work should be:

- clear, well organized, and concise
- free from grammatical and spelling errors
- typed (12 point) and **double spaced** with 1 inch margins on left and right, with name, date, course, paginate with page number in upper right hand corner
- demonstrate a thorough analysis of the assignment
- include supporting evidence from course readings and additional resources (citations must be provided)
- adhere to the conventions delineated in the **latest edition** of the APA Manual, including the use of bias-free language.
- include last name, course number, and assignment reference in header.
- due on the date specified, as **late work will not be accepted or awarded credit**, unless special arrangements are made with the instructor of the course BEFORE the assignment is due

Please ensure Embedded Activity (EA #1) follows the 2-3 page format below...

- **Goal:** describe the goal of the activity
- **Artifact:** describe all documents you read and people you interviewed
- **Describe:** what did you observe or do
- **Transform:** discussion of how you would change or do things differently



Embedded Activity #2 (FINAL): Please include the following in your 3-4 page paper:

***Introduction**

***Address each of the data types listed in EA#2 description above**

***Conclusion**

Definition of expected quality levels:

A grade of “**A**” in the course represents consistent *exceptional* work [**Exceeds Standards**] with detailed responses and no grammar & spelling errors. **All** assignments are turned in on time. Student demonstrates learning **beyond** the course and stated expectations. **Learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills earn “A” work.**

A grade of “**B**” in the course represents *expected* work [**Meets Standards and demonstrates mastery of objectives assessed**] with responses that address required elements. Written work consists of correct grammar & spelling at 90% accuracy. Discussions are thoughtful and follow guidelines. The assignments are turned in on time. Learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments earn “B” work. **Most graduate students demonstrate proficiency related to the course objectives and earn B’s. A “B” represents acceptable performance.**

A grade of “**C**” represents *below expectation* work or [**Failure to meet Standards**] which lack **consistency in addressing required** responses. Written work consists of misspellings, poor use of grammar and punctuation. Reflection papers and some written assignments are poorly organized and don’t follow the required formats described in syllabus. Discussions are missing, short, or inappropriate. Work overall is poorly done, submitted late, or non-existent. Course objectives will be assessed using discussions, written activities, active class participation, and presentations. A grade lower than C is not acceptable at the graduate level. **Students will have to retake the course if grade falls below a C.**

Grades

***Class (Three Face to Face meetings) Participation: 500 pts**

- AEL Conceptual Framework, Exploring AEL Themes, Creating Positive School Culture and Establishing and Sustaining Vision, Mission, and Goals
- Developing Self and Others, Conflict Resolution, Improving Instruction, Teacher Coaching, AEL.education
- What’s Your App? Improving Instruction, Managing Data and Processes, Leadership Analogies, Action Planning

Online Class/Face-to-Face Participation (includes discussion board/related assignments): 300 pts

- Introduction
- Advancing Educational Leadership Conceptual Framework and Themes
- Advancing Educational Leadership Strands
 - Curriculum and Instruction
 - Data Gathering and Analysis
 - Goal Setting



- Effective Conferencing Skills
- Conflict Resolution Skills
- Team Building Skills
- Teacher Coaching and Mentoring

Embedded Internship Activities and Final Exam: 200 pts

- Teacher Observation and Coaching Plan—100 pts
- Data Sources and Data Analysis for Needs Assessment/Final Exam—100 pts

Final GRADE: 900-1000 = A;
 800-899 = B;
 700-799 = C; below 700 = F

Schedule: Course Matrix:

January 17 – January 19: Online: Bb (Introductions, Discussion Board, Standards, Syllabus, CIP; FTF at TWC-- pay AEL certification fee & complete form emailed to you)

January 17 – March 6 MBTI assignment: An email will be sent to you with completion details. Completion, debrief with Ms. Carranza along with discussion board assignment are all due by March 6th. See Blackboard (Bb) for detailed instructions.

January 20 (8:30 – 4:30) AEL First face-to-face class at TWC

- AEL Conceptual Framework
- Exploring AEL Themes
- Creating Positive School Culture
- Establishing and Sustaining Vision, Mission, and Goals

January 27 (8:30 – 4:30) AEL Second face-to-face class at TWC

- Developing Self and Others
- Conflict Resolution
- Improving Instruction
- Teacher Coaching
- AEL education

February 3 (8:30 – 4:30) AEL Third face-to-face class at TWC

- What's Your App?
- Improving Instruction
- Managing Data and Processes
- Leadership Analogies
- Action Planning

February 7 - 13 Online: Bb -- Creating a Positive School Culture

- Climate versus Culture



- Data Sources for Culture
- Creating a Culture That Supports Learning

February 14 – 20 Online: Bb -- Shaping Culture

- 5 Dysfunctions of a Team

*****REMINDER: January 17 – March 6 MTBI assignment: See Bb for completion, debrief, and discussion board instructions.**

February 21 – 27 Online Bb -- Establishing and Sustaining Vision, Mission, and Goals

- Core Values
- Vision and Mission: What the Difference?

February 28 – March 6 Online Bb -- Vision, Mission and Goals as well as MBTI

- Your Campus
- Belief Statements
- Your Personal Vision

March 7 – March 20 Online Bb —Conflict Resolution

- A Practical Guide
- Data Sources
- Policy Implications

March 21 – 27 Online Bb —Instructional Leadership

- Current Research
- Systems and Processes
- Data Sources

March 28 – April 3 Online Bb —Teacher Coaching

- Effective Listening
- Paraphrasing Practice
- Conversations to Improve Instruction

April 4 – 10 Online Bb —Improving Instruction Resources and Tools

- Habits and Skills of an Effective Coach
- Effective Conferencing
- Managing Data and Processes: Sources of Data

April 4 - 10 Online Bb —Improving Instruction Resources and Tools continued

- Embedded Internship Activity #1 Paper Due



Conduct a teacher observation. Using the strategies and processes associated with teacher coaching, **develop a support plan** for the teacher, including the concepts learned in the effective conferencing and the teacher coaching and mentoring strands included in the Advancing Educational Leadership framework. (reflection paper).

April 11 - 16 Draft your final exam paper (3-4 pages maximum) on April 11, and on April 16 please reread your paper and make revisions so it is error free before submission by April 17, 10 pm.

Due by April 17, 10 pm – Online Bb Submit Final Examination (EA #2) online

Please review the following links.

[2017 Principal Standards](#)

[SHSU Dispositions and Diversity Proficiencies](#)

Student Guidelines

University Policies



- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - Technology during instruction: Unless being used as a part of the instructional activity, all cell phones, computers, and other electronic devices should be turned off during class. Refrain from checking email during class time.
 - Technology during exams: Using technology during an exam is prohibited, unless instructed to do so.
 - Technology in emergencies: Students should remove themselves from the classroom if he/she is needed to address an emergency situation.
- 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

Participation and attendance in all class FTF and online activities is required.

Students are expected to interact online with others as assigned in the syllabus and within the Unit sections. Graduate/Certification students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. The student must develop the professional competencies necessary for applying the knowledge in the essential areas of school leadership. Extended reading and research is an integral part of graduate study. Student dispositions will be factored in the final grade for the course.

*Attendance and participation is both expected and required in this class. **Students are expected to be actively engaged each class session.** Online students must have completed all required reading and activities and weekly interaction with the class (unless otherwise noted by instructor) is expected. Class participation is extremely important in order for everyone to learn at the highest level, not only from your instructor but from each other. **A lack of participation will result in a reduction in your final grade.**

Course Expectations:

Academic dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.



Professionalism: Expectations of Graduate Students and Principal Certification Candidates include: demonstrate regular and active participation in class (face to face and online), timely completion of assignments, and respectful interactions with others.

Plagiarism: Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work.

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Program standards: TEXES, NCATE, IDEA, and principal standards as aligned by EDL at Sam Houston State University

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.



APPENDIX A

Request for Certification: Advancing Educational Leadership Certificate Information

I will email this form to you to bring to our first class meeting, **January 20**.

In order to receive your certificate, **ALL** of the information on the form is required. What you type is what you will need to upload onto the ESC Region 13 website where your certificate information and certificate are stored [<http://www5.esc13.net/ild/ip.html>].

This information will be uploaded **after** you have completed **the three face-to-face** training days (24 hours) in their entirety **AND** after you have paid \$75 to Sam Houston State University via SAM Marketplace (see below). You will need to pay by credit card. The department will not take cash or checks. Your AEL Certificate Payment **SHOULD BE PAID** no later than **January 27, 2017**.

Note: SHSU makes no money from this transaction as the money is paid to ESC Region 13 for your certificate.

HOW TO PAY FOR YOUR CERTIFICATE

1. Type in www.shsu.edu in the web address box.
2. Click on **"Fast Links"** in the upper right hand corner of the webpage.
3. From the drop-down menu, select **Education**.
4. Under the *"College of Education"* menu on the right-hand side, select **Departments**
5. Scroll down to the middle of the page and click on the **Educational Leadership** link.
6. Locate the menu on the right-hand side, select **Marketplace**.
8. Click on "AEL Certificate"; when you purchase this item, PLEASE send me an email/text confirmation with "AEL Certificate Purchase" in the subject line