



EDAD 519-02W
Designing Curriculum
Spring 2024
Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.

Office and Office Hours: Ed North #113A - Tues 9:30am – 2pm; Virtual Thursday's 7pm – 8pm

Office Phone: 903-886-5520 (Tuesdays)

Personal Cell Phone: 903-245-8712

Office Fax: 903.886.5507

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: **Cell, Email**

Communication Response Time: 24 - 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Expanded 2nd Edition. Association for Supervision and Curriculum Development.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms*. (4th Ed). Heinemann.

American Psychological Association. (2020). *Publication manual of the American psychological association*. (7th ed.). American Psychological Association.

Other Required Documents

- Most updated Campus TAPR report
- Most updated Campus Improvement Plan or School Improvement Plan

Other suggested readings and available websites may be provided during the course.

The syllabus/schedule are subject to change.

Course Description

This course focuses on the development of and designing of curriculum for facilitation continuous improvement in the instructional programs. Sound research-based practices related to planning, supervision, curriculum development and deliver, program evaluation, and change management for diverse learners in a multicultural setting.

TEXES 268 Principal Standards Addressed 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. 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, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment (Backward Design)
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- 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
- 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)
- 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

The syllabus/schedule are subject to change.

Student Learning Outcomes:

1. The student will articulate how curriculum is designed, developed, and managed through course discussions and assignments.
2. The student will outline the principals' role in designing curriculum for effective instruction through course discussions and assignments.
3. The student will conduct a brief needs assessment and data collection of campus curriculum and curriculum processes.
4. The student will conduct a curriculum unit review using the Understanding by Design (UbD) model.
5. The student will develop a curriculum plan incorporating three curriculum goals over a three-year period.

COURSE REQUIREMENTS

The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbooks and other assigned readings, projects, and class interaction.

Assignments:

Each student is expected to submit course assignments through D2L and complete all reading and written assignments on time, and actively engage in the class by closely connecting class topics and discussions to the textbook and other readings. Participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills.

Final Pillar Project (3 Products = 380 points)

This course will include a project to demonstrate mastery and application of learning. The project is designed to be a real-world experience to assist you as a school leader/practitioner by using data to create an improvement plan. Projects vary in nature and are individualized to the student's current professional situation. Each project will have its own set of parameters for completion. Some of your Module assignments will assist you in developing this final course project. Detailed instructions are provided within the course.

The final exam will be an application component comprised of 3 steps.

- Step 1: Data Collection/Needs Assessment PowerPoint (120 pts)
- Step 2: Curriculum Review (100 pts)
- Step 3: Developing a Curriculum Plan in narrative form (160 pts)

Step 1: Data Collection/Needs Assessment (120 pts) Conduct a brief needs assessment and data collection of your school's current curriculum and curriculum processes. Create a brief PowerPoint of your findings

Step 2: Curriculum Unit Review (100 points)

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Conduct a curriculum unit review using the Understanding by Design (UbD) model.

Step 3: Developing a Curriculum Plan (160 points)

Based on the data collected in Step 1 and 2, you will identify 2 goals for the curriculum plan. Using a narrative format, write a paper with organized into the following sections: justification of curriculum, evaluation of curriculum, impact on learning, research to support the curriculum plan, other factors impacting the implementation of the curriculum plan, building support and collaboration, and follow up and support.

Assignment and Point Value Breakdown

Assignment Name	Point Value
Final Exam Pillar Step 1	120
Final Exam Pillar Step 2	100
Final Exam Pillar Step 3	160
Introduction Discussion	3
Discussions (3 at 6 points each)	18
Analysis Assignments (4 at 10 points each)	40

Total Points – 441 Points

FINAL GRADE:

- A = 90% (441 to 397 points)
- B = 80% (396 to 352 points)
- C = 70% (351 to 308 points)
- D = 60% (307 to 264 points)
- F = 50% or less (263 or less points)

TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

The syllabus/schedule are subject to change.

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

The syllabus/schedule are subject to change.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

The syllabus/schedule are subject to change.

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

The syllabus/schedule are subject to change.

EDAD 519 Course Calendar for Spring 2024

January 16 (First Class Day) – March 8 (Last Class Day)

Modules	Assignments/Tasks	Due Date (Submitted to myLeo by 11:59 pm)
Module 1 January 16, 2024	Introductions- Zoom 7pm Content Discussion	Immediately January 18, 2024 7pm
	Module 1 Discussion Introduction Post	Saturday, January 20, 2024 11:59 pm
	Module 1 Textbook Reading Analysis	Sunday, January 21, 2024 11:59 pm
Module 2 January 22, 2024	Module 2 Discussion	Saturday, January 27, 2024 11:59 pm
	Module 2 Textbook Reading Analysis	Sunday, January 28, 2024 11:59 pm
Module 3 January 29, 2024	Module 3 Textbook Reading Analysis No Discussion this week	Sunday, February 04, 2024 11:59 pm
Module 4 February 05, 2024	Module 4 Discussion	Saturday, February 10, 2024 11:59 pm
	Module 4 Textbook Reading Analysis	Sunday, February 11, 2024 11:59 pm
Module 5 February 12, 2024	Pillar Project Final Exam Phase 1 Power Point of Data Collection and Needs Assessment	Sunday, February 18, 2024 11:59 pm
Module 6 February 19, 2024	Pillar Project Final Exam Phase 2 Curriculum Unit Review	Sunday, February 25, 2024 11:59 pm
Module 7 February 26, 2024	Pillar Project Final Exam- Phase 3 Planning	Sunday, March 3, 2024 11:59 pm
Module 8 March 4-8, 2024	Wrap Up Zoom Tuesday, March 5, 7pm	Friday March 8, 2024 11:59 pm

Discussions are due a day ahead of the deadline to give peers time to read and respond to two other peers. Please follow guidelines. A point will be deducted from your discussion grade if this guideline is not followed. Thanks for considering everyone's time.

The syllabus/schedule are subject to change.



EDAD 620 (81E) School District Instructional Leadership: Human Resources Course Syllabus – Spring 2023

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

Instructor Information

Instructor: Sharon Ross, Ed.D.

Office Location: 8750 N. Central Expressway, Dallas, Tx.

Office Hours: Virtual upon request; Wednesday 9:00 a.m. – 3 p.m.

Cell Phone: (903) 245-8712

Office Phone: (903) 886-5520 (EDAD Main Office at TAMUC)

Office Fax: 903-886-5507

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: Text/Call on cell. Please use the University email address for all communication – Sharon.Ross@tamuc.edu

Communication Response Time: Email will be answered within 24 hours

Additional Assistance: Instructor is also available prior to and after the weekly class.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Vornberg, J.A., Oliveras-Ortiz, Y., & Templeton, N. (Eds.) (2022).

Texas Public School Organization and Administration: 17th Edition. Dubuque, IA: Kendall Hunt. ISBN - 978-1-7924-5385-4

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: Author.

Texas Examinations of Educator Standards (TExES) Program
[195 Superintendent Prep Manual](#)

Web based materials as assigned.

Secondary Materials:

Harris, Sandra, Ballenger, Julia, & Mixon, Jason. (2016). *Standards-based leadership: A case study book for the superintendency* (2nd Edition). Rowman & Littlefield Publishers. ISBN 978-1-4758-2078-2

Walsh, Jim, Kemerer, Frank, & Maniotis, Laurie. (2018). *The educator's guide to Texas school Law*. University of Texas Press. ISBN: 9781477315316, 1477315314.

Course Description

This is an integrated School District Instructional Leadership course to develop candidates who have the knowledge and ability to promote the success of all students by providing a highquality workforce to accomplish the district's mission. In addition, this course includes other human resource functions such as recruitment and retention of staff, induction, compensation and benefits, professional development, certifications, and contracts. This course addresses the legal implications of leading and managing the district faculty/staff including grievances, state and federal mandates pertaining to human resources, district policies, and the ethical standards for all educators.

Additionally, the course will develop candidates who have the competencies for the Standard Superintendent Certificate in school district instructional leadership of human resources.

Prerequisite: Principal certification and admission into the superintendent certification program or doctoral status.

Superintendent Leadership Standards

This course, EDAD 620, will focus specifically on the following Superintendent Standards: Standard I, Standard II, Standard III, Standard IV, Standard VI and Standard VIII. However, the other standards may be referenced in discussions and articles/documents. The complete list of the Superintendent Standards can be found below.

Superintendent Standard I

Learner-entered Values and Ethics of Leadership: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II

Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard III

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development

system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

Superintendent Standard IV

Learner-Centered Policy and Governance: A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Superintendent Standard VI

Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Students in EDAD 620 will demonstrate and apply the Domains and Competencies below as part of the course learning. The complete list of the Domains and Competencies for TExES Superintendent (195) can be found at the following link
<http://www.tx.nesinc.com/content/docs/195PrepManual.pdf>

Domain I — Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain II — Instructional Leadership

Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Student Learning Outcomes:

The student will be able to demonstrate the following:

1. Identify and understand the major functions of Human Resources Management.
2. Understand how to develop a district culture that promotes ethical leadership, recognition of employees, awareness of diversity, promotes learning, promotes high expectations, and promotes academic rigor for self, students, and others.
3. Investigate, evaluate, and design a district-wide induction program for new personnel that include orientation meetings, state required staff development, and support mechanisms for their initial year.
4. Evaluate and understand the personnel selection process that describes desired characteristics, requirements, steps in process, and pertinent/legal information for decision-making.
5. Examine, evaluate, and develop a district-wide compensation plan that includes categories of employees, current levels of compensation and recommended levels for compensation for the coming year.
6. Demonstrate knowledge of the legal environment affecting employment in public education, e.g. personnel leaves, absences, and medical leave.
7. Locate and understand personnel needs based on state and local policies for the purpose of developing a plan for pupil population projections, e.g. prekindergarten.
8. Understand the legal requirements for special programs, student welfare, family and student with disabilities, service animals, and access to special programs.
9. Assess a district-wide program for nondiscrimination.
10. Examine and develop a plan for determining what kinds and types of teacher professional learning that are needed for compliance with district strategic and improvement plans.
11. Understand, evaluate, and design a plan for determining what kinds and types of paraprofessional and hourly personnel trainings that are needed for compliance with state, federal, and local requirements and for district plans.
12. Understand and develop a professional learning plan that enhances the professional capabilities of campus and district professional staff and includes adult learning

strategies, learning based on needs/data from the district, and innovative learning strategies.

13. Demonstrate knowledge of certification standards.
14. Understand and demonstrate sufficient knowledge of the appraisal process to submit an appraisal plan for a specific category of employees. This plan must
 - a. Teacher appraisal
 - b. Administrator appraisal
 - c. Non-certified employee appraisal
15. Demonstrate an understanding of the time frames for contract renewal and submission.
16. Demonstrate an understanding of the legal implication of student discipline in various settings and on student populations.
17. Understand the Educator Code of Ethics and its application to employees.

COURSE REQUIREMENTS

Minimal Technical Skills

Students are expected to navigate through D2L learning management system, use Microsoft Word and PowerPoint, and utilize computer software skills for use in presentation, graphics programs, and communication.

Instructional Methods

This is a hybrid course which meets face to face each week and uses a web-based learning management system. The course relies heavily on written responses, class participation and interaction, and discussion. It is problem-based and inquiry-oriented course. Learning in this course will take place as a result of participating in class discussions and presentations, discussion topics, presentations, readings and concentrated study from the texts and online sources. In addition, learning will result from individual assignments and projects as well as group projects and professional level presentations.

Assignments include a series of written papers and projects as a result of original research. The readings cannot be neglected. It is important that you set aside time to read and research prior to completing the assignments or prepare for the upcoming class discussions. A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case studies, independent research, and the direct teaching model. Each student is expected to participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills. You cannot receive participations points if you are not contributing to the class discussion.

Assignments: This course includes one or more assignments per module. This also includes the performance assessment for the course.

Student Learning Outcomes: 1-17

Class Discussions, Attendance, and Class Activities: This course is designed as a face-to-face instructional experience. Students are expected to be in attendance and prepared for class each week. This includes the readings, the assignments, and the research assignments. Students should be prepared to discuss the assignments and research in each class. Late work is not accepted in this course.

Student Learning Outcomes: 1-17

Group Project: Students will identify and explain the major functions of a District's Human Resources Department. In addition, students will research challenges faced by districts in the area of Human Resources and new trends to address the challenges. This project includes a written paper as well as a professional presentation. *Student Learning Outcomes: 1, 2, 3, 6, 7, 8, 11, 13 and 17*

Individual Project and Presentation: Students will select and present a current book that provides ideas, tools, and/or strategies for superintendents to build a strong people centered culture in the district.

Student Learning Outcomes: 2, 4, 6, 8, 9, 10 and 17

Performance Assessment – Students will analyze a case study and create a staffing plan for a new school within a mid-size district. Students will create a presentation for a Board of Trustees to consider in terms of the staffing plan and budget. *Student Learning Outcomes: 1, 2, 4, 7, 13, 15 and 17*

Exams (Midterm and Final) - The exams may be comprised of essay questions, situational problems, T/F and M/C questions. When essay questions are used in the exam/quiz, a rubric will be provided in the course documents in D2L. In addition, a sample questions for the TExES 195 Superintendent exam will be included in the course grade.

Student Learning Outcomes: 1-17

Class Environment

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning. In addition, this course requires focused learners in order to demonstrate learning, respond to presentations, and think critically in terms of new learning.

Student Responsibilities

No late work will be accepted.

This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 620. The instructor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

Attendance: Weekly attendance is **required** in this face-to-face course. Students who miss one class date may have a reduction in their course grade. Students who miss two or more assigned class dates will not receive credit for the course regardless of the student's grade average. Based on this schedule (Saturday – five-hour class), each class meeting is equivalent to two regular class meetings during the fall or spring semester.

The course is designed for face-to-face instruction each week which will include direct instruction, activities, and discussions. Modules, presentation information, and assignments will be provided each week through the D2L learning platform. In addition, students will be expected to respond to the “Hot Topics” board. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document in D2L. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

In addition, we will be referencing the Texas Examinations of Educator Standards (TExES) Program Preparation Manual for the Superintendent (195) exam.

Grading

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 383 - 425 Points

B = 340 - 382 Points

C = 298- 339 Points

D = Anything under -297 Points Unacceptable

F = Unacceptable

Grades will be determined on a total point basis as follows:

Assignments	25 Points each (7)	175
Class Participation, Discussion Topics, and Attendance	10 Points each (7)	70
Group Project Planning	5 Points (1)	5
Group Project	25 Points (1)	25
Book Review/Sharing	20 Points (1)	20
Journaling	5 Points each (6)	30
Exams/Quizzes	50 Points each (2)	100
Total Points		425

*This list may be adjusted during the course.

Please note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to the student and guide the instructor in assessing the student's work. The final grade awarded for the course, however, will be at the sole discretion of the instructor.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will respond to your emails at Sharon.Ross@tamuc.edu within a 24-hour time frame. On weekends, it may take up to 48 hours. Grades will be provided for assignments within 10 days of the original submission date.

I am available before class and after class each week for instructional assistance or clarification of assignments/course work.

You may also reach me via my cell phone (214.405.1592). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message, and I will return your call in order to help you.

I encourage you to use either my cell phone or Leomail if you need assistance.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Course Specific Procedures/Policies

Late work is not accepted. Attendance is required for all assigned class meetings per the course calendar.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style

All papers must be written in accordance with the rules and guidelines of the 7th edition of the *Publication Manual of the American Psychological Association* (2020). All citations and references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12 c. p. i. (characters per inch), double-spacing, and one-inch margins.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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[Undergraduate Student Academic Dishonesty Form](#)

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[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel



**EDAD 569-02W Instructional Leadership
COURSE SYLLABUS
Spring 2024
March 18 – May 10**

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D. Assistant Professor

Office Location: EDN #113A

Office Hours: Tuesday 9 a.m. – 2 p.m.

Virtual Office Hours: Thursday – See Class Schedule (D2L)

Office Phone: 903-886-5577 **Personal Cell Phone:** 903-245-8712

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: Email, Text, Call

Communication Response Time: 48 hrs. Immediate to 24 hrs on cell calls or texts.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Aguilar, E. (2020). Coaching for equity: Conversations that change practice. San Francisco, CA: Jossey-Bass

Bambrick-Santoyo, P. (2018). Leverage leadership 2.0: A practical guide to building exceptional schools. San Francisco, CA: Jossey Bass. ISBN: 978-1-119-49659-5 (pbk).

Marshall, K. (2013). Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-33672-4

Templeton, N.R. (2020). Voices from the Field: Building Capacity for Leadership and Social Change in Rural Schools. Ypsilanti, MI: ICPEL Press. ISBN: 978-1-7923-1902-0
To get this text see the information on the next page.

Here is the Lulu url for the Templeton book

- https://urldefense.proofpoint.com/v2/url?u=https-3A_www.lulu.com_en_us_shop_nathan-2Dtempleton_voices-2Dfrom-2Dthe2Dfield2Dbuilding-2Dcapacity-2Dfor-2Dleadership-2Dand-2Dsocial-2Dchange-2Din2Drural-2Dschools_paperback_product-2D6w2k84.html-3Fpage-3D1-26pageSize-3D4&d=DwIGaQ&c=oqyuZuih6ykib6aKiBq22_bich4AVfYGoLertJN0bEc&r=1MnmSDvqrk90_rCC1Ps_4cRAfFupyKA4Np7wcHLtbg&m=ZCJ3XIA0wOmVYjW-gRKxOPdW5yVPy165jElzhQ-4wW4&s=6IghJamqK2pWACYc0Cb7KoItAixj2k8IHvYE4U_6cs&e=

Recommended:

Marshall, C., & Olivia, M. (2010). Leadership for social justice (2nd ed.). Allyn & Bacon.

Software Required

Microsoft Office Suite

Course Description

The scope of this course is designed to equip highly effective school leaders through a comprehensive analysis of improving teaching and learning through the intentional focus on instructional supervision and evaluation. Conceptual frameworks align with research-driven practices that prepare the novice principal to assess, plan, supervise and evaluate high leverage instructional practices that advance student learning and build educator capacity.

Prerequisites: EDAD 615, EDAD 619

Student Learning Outcomes (Should be measurable; observable)

The aspiring principal will demonstrate the ability to:

1. Understand the connection between social justice, democracy, and moral/transformational leadership [TAC]
2. Apply research driven practices to create, monitor and assess equitable classroom instruction and reduce the achievement gaps. [competency 004]
3. Analyze curricula to enhance teacher instructional capacity, including alignment, scope, and sociological, linguistic, cultural considerations. [competency 004]
4. Examine and utilize multiple forms of data to inform instructional practices, maximize student learning outcomes and develop human capital. [competency 005, 006]
5. Compose individualized professional development plans that support student growth measures by capturing teacher strengths and areas for development. [competency 004, 005, 006]
6. Investigate cycles of continuous improvement through reflection, self-assessment, and coaching. [competency 005]
7. Invest and manage time to prioritize the development, support, and supervision of staff to maximize student outcomes. [competency 006]
8. Facilitate collaborative structures that support professional learning communities. [competency 005]
9. Understand legal and ethical responsibilities regarding human capital management. [competency 006]

Texas 268 Principal Domains and Competencies

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

Competency 004

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- 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
- 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)
- 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

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. 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
- 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

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

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
- 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
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

COURSE REQUIREMENTS

The learner is required to access and navigate the learning management system, use Microsoft Word and PowerPoint, and use presentation and graphics programs. All written assignments require Microsoft Word.

Instructional Methods

This course is delivered completely online through the D2L Learning Management Platform. The course is structured so that content may be engaged in 7 modules. Each module begins on Monday of the week and concludes at 11:59 p.m. on Sunday of the week. The structure of each module contains an introduction to the material to be covered, assigned readings, and required assessments or activities. Each assessment, whether formal or informal, is designed for the aspiring principal to demonstrate synthesis of material and application of theory to practice. This application is referred to as Practitioner Pedagogy. To the latter point, the course culminates in a scaffolded Performance Assessment for School Leaders (PASL), designed to inform the aspiring principal how to lead the learning community.

Student Responsibilities or Tips for Success in the Course

For success in this course, please read all materials, lectures, and supplementary resources. Additionally, bear in mind that this is Graduate level inquiry; therefore, it is necessary to devote a minimum of 15-20 hours per week with the course content.

GRADING

EDAD 569 Module Assignment Grading Rubrics

Source: *CLAQWA (modified), Flateby & Metzger – University of South Florida*

Please refer to the EDAD 569 D2L shell for assignment grading rubrics. Please refer to each assignment rubric before providing feedback to your peers in the discussion threads and completing assignments.

Module Discussion Forums:

Each module within this course contains a discussion thread activity, which serves as a peer-review component for developing responses to Module Assignments. The sharing of feedback with your classmates is expected to strengthen the results of your assignment responses as you are exposed to a variety of ideas and are provided with

Policy on Late Work:

If you must be late on an assignment, please email the instructor with the reason and request an additional day for completion, which may or may not be granted.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I am a former public school teacher, principal, assistant superintendent of curriculum and instruction, and superintendent preparing you, the aspiring campus administrator (PRINCIPAL); therefore, interactions with me are collaborative and productive, in a challenging atmosphere. I will do my best to coach you to greatness by seeing the best in you and building your inner capacity to excel in school leadership. Do not suffer in silence by sitting back and wondering. Wonder about the research behind operationalizing processes, procedures, and systems, but do not wonder about assignments. Contact me when you have done all you can to find answers to questions and concerns but cannot. Doing all you can means reading the entire lesson, following the links, re-reading, asking a study buddy, and then contacting me, your professor, if you are still stuck. Waiting until the last minute usually doesn't work as I might be working on several projects at one time and cannot get to you before your deadline so PLEASE contact me as soon as you know you are struggling with an issue so I can help you find the answers you need or lead you down the pathway of knowledge! Email, text, or call. In face-to-face classes, you have my undivided attention; therefore, take advantage of paying attention and absorbing all you can in class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Prepare - Participate – Produce
Read – Review – Respect – Reach High

Expect Excellence

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make

duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

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<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

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Department or Accrediting Agency Required Content

AI use in course [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
 13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE/CALENDAR

MODULE	ASSIGNMENT	DATE DUE
Module 1 March 18 - 24	View “Welcome to Course” Video & Introduce a Leadership activity you engagement you were involved in, within the last 2 weeks, to the class	March 24 On Zoom
	Read pp. 1-42 (Marshall)	
	Read pp. 1-18 and Chapter 1 (Bambrick-Santoyo) using Stop and Jot as a means of Reflective Practice	
	Making Research-Based Connections: Read Chapter 3 (Templeton)	
	Watch Instructional Video Clips 1, and 11-14. These videos appear within the module. Click <Instructional Resources> then <Videos>	
	Complete Module One Discussion (5 points)	March 24 - 11:59pm
	Complete Key Lever One Assignment (20 points)	March 24 - 11:59pm
Module 2 March 25 - 31	Read pp. 43-86 (Marshall)	
	Read Chapter 5 (Bambrick-Santoyo) using Stop and Jot as a means of Reflective Practice	
	Making Research-Based Connections: Read Chapter 1 (Templeton)	
	Click & Read < Teacher Selection Criteria>	
	<i>View Instructional Video Clips 27-34 to complete Key Lever 2 Assignment – These videos appear within the module under INSTRUCTIONAL RESOURCES. Click <Instructional Resources>then<Videos></i>	
	Complete Module Two Discussion (5 points)	March 31 - 11:59pm
	Complete Key Lever Two Assignment (20 points)	March 31 - 11:59pm
Module 3 April 1 - 7	Read pp. 235-256 (Aguilar) “Coaching for Equity”	
	Read Chapter 3 (Bambrick-Santoyo) Use Stop and Jot for Reflective Practice	
	View Instructional Video Clip 15: Anderson – Do It (Practice) – Feedback Meeting. This video appears within the module. <i>Click <Instructional</i>	

	Resources>then<Videos>	
	Access Sample Mini-Observations with Exemplar Feedback in Instructional Resources	
	Complete Module 3 Discussion (5 points)	April 7 - 11:59pm
	Access Student Culture Rubric in Instructional Resources Use the Student Culture Rubric to Develop a Student Culture Plan of Action for your Campus; Module 3 Assignment 3A (20 points)	April 7 - 11:59pm
	Access Mini-Walk Instrument in Instructional Resources Complete Assignment 3B (20 points)	April 7 - 11:59pm
Module 4 April 8-14	Read pp. 25-75 (Aguilar) using Stop and Jot as you Read	Date Due
	Read pp. 87-122(Marshall)	
	Read Chapters 4 (Bambrick-Santoyo)	
	For your Professional Development: Read Chapter 10 (Templeton)	
	View Instructional Video Clip 20 Dowling – Do It (Practice) – Leading PD	
	View Instructional Video Clip 21: Dowling – Se It and Name It – Leading PD	
	Engage in Professional Practice using Stop and Jot as you read	
	Complete Assignment 4 (20 points)	April 14 - 11:59pm
Module 5 April 15 - 21	Read pp 211-233 (Aguilar) “Coaching for Equity” Read Chapter 7 (Marshall) Read Chapter 2 (Bambrick-Santoyo) Making Research Connections: Read Chapter 9 (Templeton) Complete Module 5 Discussion (5 points)	April 21 - 11:59pm
	View Rubrics in table 7.1 (Marshall)	
	View T-TESS Rubric in this module	
	View Handout: T-TESS Coaching Questions Flip Book for Principals in this module	
	Complete Assignment 5 (20 points)	April 21 - 11:59pm
	Complete Assignment 6 – Equity Audit pg. 57 (Aguilar) 50 points	April 21 - 11:59pm
Module 6 April 22 – April 28	Read pp. 275-300 (Aguilar) “Creating New Practices” Read Chapter 8 (Marshall) Making Research-Based Connections: Read Chapter 8 (Templeton) In preparation for the final project (PERFORMANCE ASSESSMENT), Read the two articles included in this module.	
	Complete Assignment 6	April 28 - 11:59pm
	Review the Dyslexia Toolkit to satisfy TEC 228.30, which specifies the inclusion of “instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code” (TEC), 21.044b. While there is no assignment due in relation to the content, please download the pdf document and save for future use.	
	Begin working on the PERFORMANCE ASSESSMENT that is due in Module 7	
Module 7	View Video: Performance Assessment Overview	

April 29 – May 5	Complete Performance Assessment [Alt A] (30 points)	May 5 - 11:59pm
Module 8 May 6 - 10	Wrap Up	May 10 – 11:59pm



DISSERTATION: EDAD 718-12E
COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.

Office Location: ED North, #113A

Office Hours: Virtual upon request; Tuesday 9am – 2pm

Cell Phone: 903-245-8712

Office Phone: (903) 886-5577 (EDAD Main Office at TAMUC)

Office Fax: 903-886-5507

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: Please use the University email address for all communication or text my cell with your name and message and I will get back to you.

Communication Response Time: Email will be answered within 24 hours.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.) American Psychological Association.

Dissertation Methods text from all previous courses

Software Required

Updated PC and internet

Course Description

Semester Hours: Three (3) to twelve (12)

A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge.

The syllabus/schedule are subject to change.

EDAD 718 is graded on an (I) satisfactory or (U) unsatisfactory basis. The grade will be posted as (I) until the dissertation is completed and defended. Your grade will be given by your dissertation chair. You must demonstrate substantive progress to receive a satisfactory grade. This course can serve as documentation of that progress or the lack thereof.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Dissertation Candidate will complete chapters as assigned with success as indicated by a successful proposal defense by the end of the semester
2. Dissertation Candidate will complete IRB application as approved by the chair by the date due.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

As needed to complete dissertation

Student Responsibilities or Tips for Success in the Course

ENROLLMENT IN DISSERTATION (EDAD 718) Continuous enrollment.

After the student is admitted to candidacy for the doctoral degree, the student must continuously enroll in EDAD 718 until the dissertation is complete. University policy states that the student must be enrolled in 718 while receiving advice or assistance from a member of the faculty or while utilizing university facilities. Therefore, the student must be registered in 718 during the semester the dissertation is submitted.

Minimum and maximum 718 credit.

Regardless of the number of semester hours of EDAD 718 in which a student enrolls, no more than 12 hours, as designated on the degree plan, will be counted for credit. A reduced fee may be approved by the Registrar's Office and Graduate School after admission to candidacy and completion of all coursework other than 718. The student is reminded that the University will charge out-of-state tuition for credits earned above 99 hours.

Dissertation Defense. Scheduling Defense.

Your final dissertation draft must be submitted to each member of your committee a minimum of 2 weeks prior to scheduling your final defense date. This normally means each member of your committee must have your complete proposal no later than the 1st of the month PRIOR to the month you wish to conduct your final defense.

The syllabus/schedule are subject to change.

Forms.

Schedule for the Presentation of the Final Dissertation Defense, available from the Graduate School, must be filed in the Graduate School by the 20th of the month prior to the month the defense is held. A Final Examination Report will then be forwarded by the Graduate School to the department for recording the results of the defense. The dissertation defense is a public event and open to all interested graduate faculty and students. Voting persons include the major professor and committee members only.

After the Defense.

The candidate will distribute and obtain relevant signatures on Signature Pages and the Graduate School Advisor's Approval form. Additionally, the candidate and the major professor will prepare a list of agreed upon changes or modifications to be made to the defended manuscript prior to its submission to the Graduate School.

Following approval by the COEHS Dean, the candidate will submit the completed Graduate School Approval Form, Signature Pages, and a copy of the completed manuscript to the Graduate School. Candidates are cautioned to be aware of required deadlines for final submission of all dissertation or thesis manuscripts, necessary forms, copyright agreements, UMI materials, fee payments, and applications for graduation etc.

If the dissertation defense is successful, the doctoral advisory committee chair completes the Final Examination Report, which is signed by committee members and the Dean of the College of Education and Human Services. University Guidelines.

It is the student's responsibility to carefully follow the policy stated in the Graduate Catalog regarding the final dissertation, number of copies, deadlines, etc.

GRADING

Final grades in this course will be based on the following scale:

Grade in EDAD 718 Grades. A grade of "in progress" (I) or "unsatisfactory progress" (U) is recorded each semester until the dissertation is successfully complete and the student graduates. The registrar's office will change all I grades to an S for the final transcript.

REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

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LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will usually respond to your emails at Sharon.Ross@tamuc.edu within a 24-hour time frame. At times, it may take up to 48 hours. On weekends, I am busy with church and

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family but I try to take care of communication when I can. Grades will be provided for assignments within 10 days of the original submission date.

You may also reach me via my cell phone (903-245-8712). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message and I will return your call to help you.

I encourage you to use either Leo-mail or my cell phone if you need assistance.



“Do not suffer in silence.”

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Follow the Dissertation guidelines and Doctoral handbook

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the

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basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

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Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
 13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

Dissertation Chapter	Topic/Assignment	Date Due	Notes
Group Zoom	Check In - Updates	Thursday Feb. 01 6pm	
Chapter 1	Problem and Purpose Statement	Feb. 11 11:59pm	
Group Zoom	Check In - Updates	Thursday Feb. 15 6pm	
Group Zoom	Check In - Updates	Thursday Feb. 29 6pm	
Chapter 2	Chapters 1 and 2	March 17 11:59pm	
Group Zoom	Check In - Updates	Thursday March 21 6pm	

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Group Zoom	Check In – Updates	Thursday April 4 6pm	
Group Zoom	Check In - Updates	Thursday April 18 6pm	
Chapter 3	Chapter 3 IRB Application & Documentation	April 14 11:59pm April 28 11:59	There are specifics about me leading you with this so we must get it right.
Group Zoom	Check In - Updates	Thursday May 2 6pm	
Proposal	Proposal Schedule on D2L	TBD	Flexibility according to individual needs

Individual Zooms and calls are welcomed and may be scheduled as needed by student or professor.

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