

I. TEACHING

When I began the journey full-time at Tarleton State, my department head provided me with a book, *The Professoriate; Profile of a Profession*, by Anthony Welch. He wanted those of us who were new to understand what it meant to be in this new life, having come from PK-12. I soon learned that while I had been a successful CEO/Superintendent of Schools in a couple of Texas Public Schools, there was still so much I had to learn about the basic operations of higher education and my lack of research training. Dr. Mike Ponton (2024) further challenged me to think about the mindset of ‘higher’ education for students and how we help them connect to that concept by becoming an active learner and one who can think for him/herself rather than one who enters to sit and get.

Instead of merely providing students with the D2L online format, which typically involves reading assignments and answering questions, I strive to create opportunities for my adult learners to build upon their own experiences and understanding derived from the assigned readings and learning materials. This approach aligns with my teaching philosophy of constructivism. Adult learners enroll in university programs with a goal of acquiring a degree of higher education; thus, it is my responsibility to design lessons and assessments that emphasize making personal connections and constructing meaning through active participation.

Additionally, the modules encompass activities that require interaction, a concept endorsed by John Dewey, emphasizing that learners co-construct knowledge and meaning from the material they engage with, as noted by McLeod (2024). I consistently reflect on and evaluate my lesson designs to ensure that my commitment to constructivism is aligned to stated objectives and deliverables. Evidence of collaboration is integrated into the syllabi through virtual meetings via

Zoom, active participation in discussion boards where students respond to one another, and the creation of presentations that require peer feedback and engagement.

My approach in the courses I teach is to foster a supportive and engaging learning environment whether online or face-to-face. I encourage all students with this phrase: “Do Not Suffer In Silence” which is written on the syllabus for them and in D2L. I explain the meaning which is simply ask questions if the material or assignment is not understood, after reading and attempting to understand, of course! This is my method of emphasizing the importance of communication and seeking help, which is crucial for their success. Providing a personal video introduction not only helps establish a connection but also makes your online presence more relatable and online students feel a sense of belonging with the university and the professor providing the lessons of study. To build a sense of community, I ask them to provide a short video about themselves. I want to show I value their individuality and perspectives. Moreover, guiding them to think beyond the assignments encourages critical thinking, which is essential for deeper understanding.

In summary, I am an educator who shares the spirit and passion of my work with enthusiasm and power as I remember that adult learners come with their minds clouded by their daily agenda and workload. It is my work, planned activities, and discussions that bring them into another world, our world of higher education to explore (re)visioning possibilities, as defined by Dillard (2022) that could transform classroom culture and the lives of school children everywhere.

(Re)visioning is the call to think far beyond where we have been in our minds and lend attention to deeper knowledge, alternative solutions, and a greater ability to see things in a new light, differently, as new realities (Dillard, 2022). While I offer opportunities for learners to connect and collaborate, as a constructivist would, my spiritual-servant-transformational leadership

conscious is always reminded to lead them into reflective thought so they connect theory with practice and move beyond what is currently presented to what could be from their leadership.

A. Courses Taught

My growth in courses taught is exponential. Having practitioner experience in both the principal and superintendent areas create a win-win for me. I enjoy teaching in both fields because I am responsible for improving schools across the state and nation by designing effective learning experiences for aspiring school administrators at all levels. Capitalizing on the required curriculum and my experiences, I can offer a rich experience for students in our programs. While all courses are meaningful and build capacity in our students, I highlight the Practicum course in the principal's program because students gain on-the-job-training, in the field, on their campus. I have been amazed at the growth of aspiring leaders in the Dallas LEAD/DILI partnership program. During Mini-Intensive sessions, I ensure students are exposed to excellent speakers who provide additional development and training on various instructional leadership and management topics. Providing feedback to students regarding their observations has led to exponential growth for students. The coaching and reflection throughout the year gives students opportunities to practice learned skills and reflect with the field and site supervisors.

To offer additional preparation in the superintendent program, my goal is bringing in guest speakers who will offer different views on the topics presented. Aspiring Superintendents love hearing from Superintendents in the chair and other central office administrators who provide insight into the life of the superintendent. In the Human Resources course, I have connected students with an author of a nontraditional HR book

to explore different thoughts regarding onboarding and putting the H in Human back in HUMAN RESOURCES rather than treat that department as a standardized hiring/firing office for paperwork processing only. I have not taught Facilities in a while; however, I was in discussion with an architect friend who wanted us to tour a nearby school construction site and discuss design issues and concerns.

EDAD 519, Designing Curriculum Online/F2F

EDAD 515, Leading Effective Schools Online/F2F

EDAD 510, Leading Learning Communities Reflective Practicum (Principals) Online/F2F

Dallas

EDAD 561, Culturally Responsive Campus Leadership Online/F2F Dallas

EDAD 556, Building Capacity for Powerful Learning Online

EDAD 569, Instructional Leadership Online/F2F Dallas

EDAD 620, School District Instructional Leadership–Human Resources Online/F2F Region 10

EDAD 639, Educational Program Evaluation for School Leaders Online

EDAD 651, School District Organizational Leadership: Facilities Online

EDAD 658, School Crisis Leadership, (Lead Course Designer) Online

EDAD 695, Research Methodology Online

EDAD 718, Doctoral Dissertation Online

B. Teaching Effectiveness.

Course Syllabi. Provide a syllabus for each course taught during the past year in an appendix to your report. The syllabus should include objectives, grading procedures, various writing and reading assignments, etc.

**The course syllabi and calendars are attached to the e-portfolio webpage.*

During my initial year at East Texas A&M, the onboarding process involved seeking a syllabus and course shell from a colleague and making necessary adjustments to tailor it to my unique teaching style. At that time, I was still getting acclimated to the D2L learning management system, which left me feeling somewhat nostalgic for the familiar system I had just departed from. As the semester commenced, the pace felt overwhelming, and I realized I had not fully grasped the importance of meticulously reviewing the syllabus line by line, a crucial step that I unfortunately overlooked in my first year.

By the second year, I started to improve in my approach to syllabus development and course preparation. I gained a better understanding of the resources available to me and became more adept at navigating the expectations of my role. Now as I enter my third year, I have developed greater confidence in my abilities to prepare effectively and engage my students meaningfully.

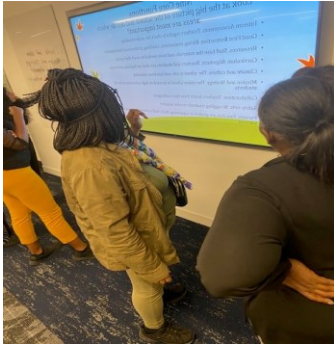
The recent curriculum redesign utilizing the CPED model has further enhanced my confidence in both my teaching effectiveness and my preparation strategies. This structured framework has provided me with valuable insights and tools that have empowered me to create a more impactful learning environment for my students. I was grateful for the insight Dr. Melissa Arrambide had to lead us into working as teams designing and redesigning the D2L modules and coursework together. I am excited to continue this journey of growth and improvement, striving to foster a supportive and enriching educational experience for all learners.

Pedagogical Approaches. Indicate examples of especially innovative and/or effective teaching techniques.

Demonstrating constructivist pedagogical approaches in my teaching is indicated in this section by providing photos of hands-on learning with students presenting problem-based learning in the face-to-face Dallas Principal's Cohort. They are shown using technology to motivate participation. Administrators must further show knowledge and skills in technology competencies because they lead teachers in this area and evaluate them on the integration of technological in their instructional strategies.

Some of the photos reflect students' participation in reflective thinking activities such as group discussions and zooms. Participating in this manner helps students connect their experiences and extend their learning. Many of the activities were guided by thinking prompts in which students

would be pushed to broaden their thinking. Further, the thinking prompts were used to create more dialogue, setting the stage for different perspectives in the conversations. Students also share ideas during the time they work together.



2022



2023



2024

Student Evaluations. Provide a summary of data on student evaluations of all courses taught during the past two years.

Semester	Course	Ross Ave	Dept of Ed. Leadership
Spring 2024	EDAD 620 Inst. Doctorate Level	5.00	4.50
Spring 2024	EDAD 620 Cour	4.90	4.57
Spring 2024	EDAD 519 Inst.	5.00	4.50
Spring 2024	EDAD 519 Cour	5.00	4.57
Spring 2024	EDAD 569 Inst.	4.57	4.50
Spring 2024	EDAD 569 Cour	4.43	4.57
Sum 1 2024	EDAD 561 Inst.	3.80	4.55
Sum 1 2024	EDAD 561 Cour	4.24	4.69
Sum 1 2024	EDAD 515 Inst	4.62	4.60
Sum 1 2024	EDAD 515 Cour	4.69	4.69
Sum 2 2024	EDAD 639 Inst Doctorate Level	4.11	4.28
Sum 2 2024	EDAD 639 Cour	3.97	4.25
Sum 2 2024	EDAD 556 Inst	5.00	4.28
Sum 2 2024	EDAD 556 Cour	4.90	4.25
Fall 2024	EDAD 519 Inst	3.00	4.23
Fall 2024	EDAD 519 Cour	4.00	4.53
Fall 2024	EDAD 561 Inst	5.00	4.46
Fall 2024	EDAD 561 Cour	5.00	4.53
Fall 2024	EDAD Inst. Lea Instr	5.00	4.46
Fall 2024	EDAD Inst. Lead	4.85	4.53

	Cour		
Fall 2024	EDAD 510 Inst	3.58	4.46
Fall 2024	EDAD 510 Cour	3.80	4.53

Year of 2023

Semester	Course	Ross Ave	Dept of Ed. Leadership
Spring 2023	EDAD 620 Inst. Doctorate Level	5.00	4.41
Spring 2023	EDAD 620 Cour	5.00	4.52
Spring 2023	EDAD 695 Inst.	3.67	4.41
Spring 2023	EDAD 695 Cour	3.67	4.52
Spring 2023	EDAD 510 Inst.	4.67	4.41
Spring 2023	EDAD 510 Cour	4.80	4.52
Sum 1 2023	EDAD 519 Inst.		
Sum 1 2023	EDAD 519 Cour		
Sum 1 2023	EDAD 515 Inst	4.78	4.44
Sum 1 2023	EDAD 515 Cour	4.78	4.49
Sum 2 2023	EDAD 569 Inst	4.29	4.44
Sum 2 2023	EDAD 569 Cour	4.43	4.53
Sum 2 2023	EDAD 556 Inst		
Sum 2 2023	EDAD 556 Cour		
Fall 2023	EDAD 569 Inst		
Fall 2023	EDAD 569 Cour		
Fall 2023	EDAD 561 Inst	4.80	4.61
Fall 2023	EDAD 561 Cour	4.60	4.65
Fall 2023	EDAD 651 Inst	4.04	4.61
Fall 2023	EDAD 651 Cour	4.50	4.65
Fall 2022	EDAD 561 Mean	5.0	4.64
Fall 2022	EDAD 569 Mean	5.0	4.8

Overall, I know I provide a great framework while teaching and can always improve in areas of responsiveness as I continue meeting the needs of my adult learners. What I have learned throughout the process is while I want to students to make sense of their learning and accomplish goals set forth in many ways, some fear moving beyond the traditional parameters and want to know step-by-step procedures when there are times when assignments may be open-ended for creativity and higher thinking. That is my way of giving students autonomy and offering choice within the lessons, as we should.

Reflecting on the student evaluations, I first look at the number of students responding and understand number variables. If only two out of twelve students respond and one has a positive experience and the other has a negative outlook on everything that occurred during the semester, the outcome for the evaluation will show I need a lot of help in many ways. I look at these scores and understand I have areas in which to grow and areas in which I glow.

To involve students more in the evaluation process, the ACUE course I am trying to complete suggests frequent evaluations throughout the semester in different modalities. I created a series of questions for a couple of courses in the Fall of 2023; however, I have not revisited the process, and I should because the platform gave students an opportunity to ask me additional questions while seeking and gaining clarity on matters concerning the students. This year I want to include more engagement and motivation by using basic gamification first with a course or two and then moving on to a wider audience. A colleague and I have previously used the platform to motivate graduate students using gamification at the lowest level and students loved getting stickers or accolades upon completing assignments. Students, of all ages, must be motivated as they continue their studies through higher learning.

To close this section of the report, I chose to leave student comments to fill my bucket and yours too!

Students Comments:

*I appreciate how responsive the professor was when I or other classmates reached out with questions. I especially appreciate that when one of my classmates asked a question, she informed the whole class of the question raised and her answer. I thought it was neat how she provided a video once to clarify an assignment, and a recorded audio message to inform me that one of my assignments would not open. I appreciate her level of overall responsiveness.

*Thank you so much for the wealth of knowledge you have shared with us throughout this course!

*Dr. Ross is an amazing professor who always provides helpful feedback and is always willing to help you if you do not understand an assignment.

*The content given in person by Dr. Ross was invaluable, relatable, and transferable in this inexperienced leader's eyes.

*I have truly appreciated the time that Dr. Ross has taken to answer questions and respond to emails. She is gracious, kind, and supportive. I'm very grateful for all she has done during the Summer I course to help me learn more about how to lead.

*Dr. Ross has been so understanding and empathetic to the fact that she knows what weeks will be overwhelming and how to encourage us to still do our best.

*I really enjoyed this course! I learned a lot and I feel better prepared for what is before me. The videos were fairly lengthy, but I could see the value in them.

*The instructor provided in-depth and motivating comments to graded assignments.

*Need more professors like Dr. Ross. Truly cares for her students and the students that they will be tasked with making decisions for in the future.

*Dr. Ross is a very supportive professor and that was extremely beneficial for the practicum experience. She challenged me to think like an administrator and be reflective of my skills and craft. She is a wealth of knowledge and impacted my future career immensely.

*I absolutely loved Dr. Ross. I feel that she was very personable and always answered when I called or emailed her in a timely manner!

Other Evidence of Teaching Effectiveness. Examples may include but are not limited to teaching portfolios, videos of class presentations, etc.

Photos and videos of the DILI program Mini-Intensives are provided as evidence of relevant teaching effectiveness indicating direct experiences from guest speakers enhancing their understanding of subject matter and career responsibilities. Information from the guest speakers is delivered as professional development in which students are engaged participants.

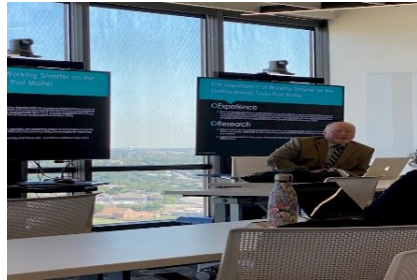


Dr. Peter Williams and I facilitated a Principal Panel – Dec. 2023

Dr. Connie Wallace:
Chief Communications Officer, Duncanville ISD;
Navigating Difficult



Dr. Marcus Scott:
Director of Credit Recovery/Acceleration, Dallas ISD; Building Trust – Sept. 2024



Dr. Ken Young: Professor, Lamar Univ.; Time Management – Sept. 2022. I shadowed Dr. Templeton to learn DILI leadership and program management

I am introducing guest speaker and author, Dr. Elaine Wilmore; Passing the Principal As Instructional Leader TExES Exam Mar. 2023



[..\Videos\Valerie Walker at DILI Nov2023.MOV](#)

Valerie Walker: Principal, Crowley ISD;
Crucial/Difficult
Conversations/Effective
Documentation Nov. 2023

LIBRARIANSHIP

The principle and practice of creating, selecting, acquiring, organizing, disseminating and providing access to information. Teaching others skills related to finding, critically evaluating, and using information.



To successfully execute librarianship in my practice, I use Modules within D2L to create content relevant to the description and student outcomes of the course. As a department, we have a system in which Course Leads, assigned to a main course, creates the content, researches and lists the materials and required or recommended textbooks and attaches essential videos or articles to enhance learning. When a faculty member is assigned to teach a course, he/she requests permission to use the course shell from the professor by following university procedures through IT. I am grateful for the insight our department head, Dr. Melissa Arrambide, used at the

start of the Doctors program redesign. She assigned teams to work together on redesigning courses which helped me to better understand the process of CPED course design. During our teamwork, I appreciated learning with and from my colleagues and, while selecting information for the coursework, I gleaned additional value of our credibility and diversity of perspectives. Each researched materials and textbooks, discussing our reasons for offering details we shared.

The methods I used to select and acquire information during the CPED redesign and other courses assigned included researching Google Scholar and Research Gate for scholarly articles relevant to the topics and course description. I continue to have conversations with senior faculty regarding their suggestions and regularly request information from professors at other universities. Additionally, I utilize information I have accumulated from attending workshops and conferences for professional development. I have learned from Drs. Kriss Kemp Graham, Julia Ballenger, and Danna Beaty-Boudreaux to investigate what other universities are doing so I look on their websites for anything related to a course of interest and if there is something I believe may benefit our students, I research it and bring it to the discussion and if it is a course I have been working on individually, I add the new idea to the course.

The information learned and selected is organized in each module on D2L and disseminated to students in the same format. Students have access to the information when the course is open and available at the beginning of each semester. I also schedule additional zooms to clarify information and offer opportunities of engagement. In some cases, I schedule guest speakers, experts in the field, to attend zooms for the purpose of delivering relevant content. These rich discussions provide students with real-world practical solutions to problems of practice.

Providing students with access to information in this manner also aids them in networking and hearing different perspectives.

When students complete the courses I teach, they will have been exposed to higher order thinking skills through discussion and research-based assignments. Some assignments require students to critically evaluate and analyze relevant articles while others seek a connection to leadership by asking them to identify standards and describe how the topic impacts their role. Lastly, one of the consistent strategies I use in grading is asking how a concept or lesson is relevant to the student as a principal or superintendent, depending on the course I am teaching.