**WAYLAND BAPTIST UNIVERSITY**

**VIRTUAL CAMPUS**

**SCHOOL OF EDUCATION**



**University Mission:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**Course Number and Title:**

EDAD 5326– Instructional Leadership I

**Term and Dates:**

Fall Term, August 19, 2019 – November 2, 2019

**Instructor’s Name:**

Dr. Tim Powers

**Contact Information:**

Office Phone: (806) 742-9516

Cell Phone: (940) 631-1045

Email: [tim.powers@wbu.edu](mailto:tim.powers@wbu.edu)

**Office Hours:**

4:00 p.m. – 6:00 p.m. Before Class Date

Or by appointment

You may contact me at my email address.

You may call my cell phone any time after 9:00 a.m. and before 9:00 p.m., Monday through Friday. If I do not answer, please leave a brief message and a return phone number if different than the one on which you are calling.

**Class Meeting Time:**

Online – Assignments are generally release at noon on Saturday.

**Catalog Course Description:**

This will be an investigation of the research pertaining to effective schools and examination of the patterns of organization and instruction in these schools which will lead to continuous improvement. The emphasis will be placed on visionary thinking and excellence.

**Prerequisite Knowledge and Skills:**

Graduate standing and public school experience

**Required Resource Materials: (Two Textbooks)**

**Textbook: What Effective Schools Do: Re-envisioning the Correlates**

**Author(s):** Lezotte, Lawrence W.; Snyder, Kathleen McKee   
**ISBN:** 978-1-935249-51-1 (paperback)

**Copyright:** 2011  
**Edition:** 1st  
**Publisher:** Solution Tree Press  
**Book Type:** Paperback

**Textbook: The Strategic School: Making the Most of People, Time, and Money**

**Author(s):** Miles, Karen Hawley; Frank, Stephen

**ISBN:** 978-1-4129-0417-9 (paperback)

**Copyright:** 2008

**Edition:** 1st

**Publisher(s):** Corwin Press/National Association of Secondary School Principals

**Book Type:** Paperback

*Note: VitalSource etextbooks.*

For student access:

1. Every Course in Blackboard has a link to eTextbook [Vital Source] embedded in the course menu, with basic instructions.
2. I encourage you to use this textbook.  Printed copies will NOT be available through our bookstore.  Students can purchase via Amazon or similar vendor but the cost is usually substantially more expensive.
3. Student will “register” to access your library.
4. You will be able to read and interact with your textbook from that location.

**Optional Materials:**

Additional course material may be available on the Blackboard site for this course. Students should have access to and the ability to use this material for each class session. Course announcements, if needed, will be posted on the Blackboard site for this course.

**COURSE OUTLINE:**

This course is designed to help the student taking the course at a minimum, to gain knowledge and understanding of the various tools and resources of instructional leadership. Using your full potential, you will be able to take the information from this course and use it to successfully master the competencies addressed in the administrator competency test as well as develop a series of tools and resources for your use as an instructional leader.

Specifically, this course will include the following information to be discussed and reviewed;

1. **Effective School Correlates**
   1. An introduction into the perspectives and insights of the effective school correlates.
   2. Evolution of the Effective Schools Concept
   3. A Systems Approach to the Correlates of Effective Schools
   4. A Look at the Effective School Correlates
      1. High Expectations for Success
      2. Strong Instructional Leadership
      3. Clear and Focused Mission
      4. Opportunity to Learn/Time on Task
      5. Frequent Monitoring of Student Progress
      6. Safe and Orderly Environment
      7. Positive Home-School Relations
   5. Putting the Correlates to Work in an Effective Learning System
      1. The Correlates in Action: A Continuous School Improvement System
2. **How to Successfully Integrate People, Time, and Money into the Framework of Implementing the Effective School Correlates**
   1. The Guiding Resource Strategies
      1. Why Rethink School Resources Now
      2. How and Why Do Resources Matter
   2. How Strategic Schools Use People, Time and Money
      1. Investing in Teaching Quality
      2. Creating Individual Attention and Personal Learning Environments
      3. Maximizing Academic time and Linking It to Learning Needs
   3. How to Make the Most of Your School’s People, time, and Money
      1. Tools for Strategic Schools
      2. How to Group Students and Assign Teacher
      3. How to Craft a Master Schedule that Works
      4. How to Strategically Improve Teaching Quality
      5. Putting It All Together
      6. Redefining Systems and Policies to Support Strategic Schools

**Course Outcome Competencies:**

Although this course will traverse many areas and domains of the principal competencies, main focus for this course will be DOMAIN II—INSTRUCTIONAL LEADERSHIP

**DOMAIN I—SCHOOL CULTURE (School and Community Leadership)**

**Competency 001: The entry-level beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

1. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
2. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
3. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
4. Aligns financial, human, and material resources to support implementation of a campus vision and mission
5. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
6. Not covered
7. Not covered
8. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
9. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
10. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

**Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.**

1. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
2. Implements strategies to ensure the development of collegial relationships and effective collaboration
3. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
4. Ensures that parents and other members of the community are an integral part of the campus culture

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

**Competency 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.**

1. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
2. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
3. **Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment**
4. **Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards**
5. 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.**

1. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
2. **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)**
3. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
4. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
5. 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 entry-level 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.**

1. 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
2. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
3. 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
4. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
5. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
6. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

**Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

1. Not addressed
2. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
3. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
4. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

**DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

**Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.**

1. Understands how to effectively communicate a message in different ways to meet the needs of various audiences
2. Not addressed
3. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
4. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

**Competency 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**

1. Not addressed
2. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
3. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
4. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
5. Not addressed

**DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)**

**Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

1. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans
2. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
3. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
4. Not addressed

**Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

1. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
2. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
3. Not addressed
4. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
5. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
6. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
7. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
8. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

**DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY**

**Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

1. Not addressed
2. Not addressed
3. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
4. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
5. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
6. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
7. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
8. Articulates the importance of education in a free, democratic society

**Means for Assessing Student Achievement of the Outcome Competencies:**

**Collaborate Session:** You are required to attend the Collaborate Session. This session is intended to give a brief overview of the course requirements and focus on the state task and specifically on the course Instructional Leadership Pillar (ILP) assignment. You are strongly encouraged to use a computer that has the capability for you to ask questions through audio. There is a way to type questions, but this slows the presentation down a bit.

**Student Participation in Class on Discussion Board**: Discussion Board questions will be posted at approximately 12:00 noon each Saturday. Since this is an online class, students are expected to participate in all class discussion board questions. A minimum **of three responses are expected to be given for each of the discussion board questions**. The first response should directly address the discussion question posted by the professor. At least two other responses are to be directed to the input given by other students in the class. Where applicable, each response should reference information from the textbook or other related research. Responses affirming others’ input such as “I agree” and “way to go” are not considered as one of the three required responses. You will be allowed to submit a response on each discussion until the discussion question is closed. The discussion question is typically closed at approximately **11:30 a.m. each Saturday**. (Please note: Your primary submission must be submitted no later than **noon each Wednesday**, to allow others the opportunity to respond to your initial submission. *Late submissions may result in the lowering of your Discussion Board grade*.)

**Weekly Assignments:** Weekly assignments will be posted at approximately 12:00 noon each Saturday of the term. These assignments will be based directly from the course textbook(s). Most of the weekly assignments will pose divergent questions with the expectation of the student to use the author’s research to reinforce your personal perspective on the questions posed. **The weekly assignments must be submitted Blackboard prior to noon on the following Saturday.** The assignments will be posted using a Word document format. Download this assignment to your computer, save it and once you have completed the assignment, please return it using the Word Document format. On rare occasions, if you need to turn in an assignment after the scheduled due date, exceptions will be made if the professor is contacted prior to the next posted assignment.

**Instructional Leadership Pillar Assignment (ILP):** This assignment is called an Instructional Leadership Pillar (ILP) because it is considered a major cornerstone for preparing you to become an entry-level principal. All of the ILP assignments are formatted in the same manner you will see in the state tasks you are being asked to complete. This is to help you get use to this format and to provide you with additional experience in successfully performing the state tasks. This ILP is focused on **curriculum alignment** and the instructional strategies being used in this assignment can be found in **bold font** in the competencies above in this syllabus. You will find the specific assignment under the “Assignments” tab in Blackboard. You are strongly encouraged to begin working on this assignment as soon as possible. A rubric is provided for your assistance in helping you to understand what is expected and how your assignment will be graded. Pay special attention to the part of the assignment that requires you to submit a video to the course professor. Any late submissions will have points deducted from the assignment score.

**Attendance Requirements:**

The university expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Any student in a program for which an outside agency (such as the Veteran’s Administration) has stricter requirements, will be subject to those requirements. The registrar’s office or the external campus executive director/dean will provide each student affected a list of these regulations. Instructors will determine if an absence can be excused. For the purpose of this online course, the discussion board responses will be used as the indicator of class attendance. Students who fail to submit the three minimum acceptable responses, will be considered absent.

When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the registrar or the executive director/dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

**Plagiarism and Academic Dishonesty:**

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

**Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at 806-291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

**Course Requirements:**

Evidence of the ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both discussion board responses and written assignments. Written work in this course must be word processed.

The student will participate in class discussions well prepared, having read all assigned materials, participate in class discussions and activities and will act (respond online) in a professional manner.

**Grading Criteria:**

Grades for courses shall be recorded by the symbols below:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-79 I Incomplete\*

D 60-69 W for withdrawal

F 59 & below WP Withdrawal Passing

WF Withdrawal Failing X No grade given

IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F.” An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

Note: Please be sure to look at information in Blackboard under both the “Weekly Content” tab and the “Course Content” tab.

*The course professor reserves the right to amend this tentative calendar at any time.*

ES=What Effective Schools Do textbook assignment (Weekly Assignments from here)

SS=The Strategic School textbook assignment (Discussion Board Assignments from here)

|  |  |  |
| --- | --- | --- |
| **Check Blackboard** | **Assignment Due** | **Chapter(s)** |
| **August 19** | **August 24** | ES – Introduction, 1  SS – Preface, 1  Student Information Sheet  Introductory Discussion Board |
| **August 24** | **August 31** | ES – 2  SS – 2  Assignment 1 Due  Discussion Board 1 |
| **August 31** | **September 7** | ES – 3  SS – 3  Assignment 2 Due  Discussion Board 2 |
| **September 7** | **September 14** | ES – 4  SS – 4  Assignment 3 Due  Discussion Board 3 |
| **September 14** | **September 21** | ES – 5  SS – 5  Assignment 4 Due  Discussion Board 4 |
| **September 21** | **September 28** | ES – 6  SS – 6  Assignment 5 Due  Discussion Board 5 |
| **September 28** | **October 5** | ES – 7  SS – 7, 8  Assignment 6 Due  Discussion Board 6 |
| **October 5** | **October 12** | ES – 8  SS – 9, 10  Assignment 7 Due  Discussion Board 7 |
| **October 12** | **October 19** | ES – 9  SS – 11  Assignment 8 Due  Discussion Board 8 |
| **October 19** | **October 26**  **ILP Due Noon, October 24** | ES – 10  Assignment 9 Due  Discussion Board 9  ILP Assignment Due Noon  On October 24 |
| **October 26** | **November 2** | Assignment 10 Due |
| Your Instructional Leader Pillar (ILP) assignment is available now on Blackboard. The ILP assignment is due through submission to Blackboard **no later** than **Thursday, October 24, at noon**. Submitted through Blackboard. | | |

**Methods of Instruction:**

The delivery system for this course will consist of online discussion board questions and responses as well as the distribution of weekly assignments that will be expected to be submitted by the students at the appropriate time. Other sources such as but not limited to PowerPoints and audio submissions may be used during the term of the course as well.

**Assignments:**

|  |  |
| --- | --- |
| **Student Task** | **Points/Percent** |
| Student Information Sheet Submitted on Time | 4 |
| Discussion Board Participation | 30 |
| Weekly Assignments | 30 |
| Instructional Leadership Pillar Assignment (ILP) | 36 |
| TOTAL PERCENTAGE POINTS | 100 |

*May God bless each of you!*