

# 1. School of Education

Virtual Campus

School of Education

2. Wayland Baptist University Mission Statement: 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.

# 3**. Course Prefix, Number, and Name:**

EDAD 5336 – Instructional Leadership II

# 4**. Term and Year:**

Fall Session 2, October 11, 2021 – December 11, 2021

# 5. Full Name of Instructor:

Instructor: Dr. Tim Powers, Associate Professor of Education

# 6. Office Phone and WBU Email Address:

Work Phone: (806) 742-9516

Cell Phone:(940) 631-1045

Email: tim.powers@wbu.edu

# 7. Office Hours, Building, and Location:

Office Hours: By Appointment

Building: WBU – Lubbock

Location: 801 North Quaker Ave., Lubbock, Texas 79416

# 8. Class Meeting Time and Location:

The class meets online via Blackboard™

# 9. CATALOG COURSE DESCRIPTION:

The course is designed to place an emphasis on research finding, leadership development, and training Professional Learning Communities.

# 10. PREREQUISITE:

EDAD 5326 – Instructional Leadership I

# 11. Required Textbooks and Resources:

**Title**: Raising the Bar and Closing the Gap: Whatever it Takes

**Authors**: DuFour, Richard; DuFour, Rebecca; Eaker, Robert; Karhanek, Gayle

**Copyright:** 2010

**Type**: Paperback

**ISBN**: 978-1-935249-84-9

**Publisher**: Solution Tree Press

**Title:** Get Better Faster: A 90day plan for coaching new teachers

**Author:** Bambrick-Santoyo, Paul

**Copyright:** 2016

**Type:** Paperback (Comes with CD)

**ISBN:** 9781119278719

**Publisher:** Jossey-Bass

Access to WBU Learning Resources

[WBu Learning Resources](http://www.wbu.edu/lrc); John Elliott, email: elliotj@wbu.edu

# 12**. Optional Materials: None**

# 13. Course Outcome Competencies

The candidate will be introduced to an overview of the varying components of special programs offered in the public education settings. Students will be expected to develop a comprehension of those programs and be able to determine best course of actions based on differing instructional settings.

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

**Competency 001: The entry-level 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. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
7. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
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 (Not covered in this course)
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. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
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 (Not covered in this course)
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. Develops and implements strategies for systematically communicating internally and externally
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. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
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 (Not covered in this course)
4. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
5. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

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

**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. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

**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 (Not covered in this course)
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 (Not covered in this course)
3. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation) (Not covered in this course)
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 (Not covered in this course)
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) (Not covered in this course)

## 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. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
2. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
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

# 14. Attendance Requirements:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. 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 campus executive director. Any student who misses 25 percent 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.

# 15. Statement on Plagiarism and Academic Dishonesty:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# 16. 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.”

# 17. Course Requirements and Grading Criteria:

## Student Information Sheet:

The Student Information Sheet, found in your course content on Blackboard™ is to be turned by the first Saturday after the course begins.

## Student Participation on edTPA Assignment: An edTPA assignment is listed and each student is expected to complete the assignment according to the information listed in Blackboard.

## **Weekly Assignments:**

Weekly assignments will be posted at approximately noon each Saturday. These assignments will be based directly from the course textbooks listed in the syllabus. Many 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. However, some of the questions will elicit specific responses based on the interpretation of the authors’ points of view in the textbook. In those cases, specific answers will be expected. The weekly assignments must be submitted via Blackboard™ prior to noon of the following Saturday. On rare occasions, exceptions will be made if the professor is contacted prior to the next posted assignment.

## Introductory Assignment to edTPA:

## Students will complete the review of the edTPA material located on Blackboard and write a one-page summary of what was reviewed.

## **Instructional Pillar Assignment F/or PASL Task 2:**

Students will complete the Instructional Leadership Pillar (ILP) Assignment F designed for this course material. The Instructional Leadership (ILP) Pillar Assignment is a long-term assignment that should span the length the term. You will complete the required tasks for this assignment by following the directions given in the assignment. The Instructional Leadership Pillar Assignment F must be submitted to me via Blackboard™ by the date listed on the syllabus. Please read the due date for the Instructional Pillar Assignment listed in the course on the syllabus. (This assignment takes the place of a final exam.)

**PASL Task 2:** As part of your principal certification process, TEA requires you to complete three Performance Assessment of School Leaders tasks. This is the second of those three tasks. Should you choose to complete this assignment in lieu of the ILP assignment (and you do have a choice), you will be given full credit when submitted. Please see the pre-recorded video and other information on Blackboard regarding this assignment.

**Note: You are not required to complete the assignments from *Raising the Bar and Closing the Gap: Whatever it Takes* if you are completing the PASL Task 2 instead of the ILP assignment.** Credit will be given on Blackboard for those assignments on a weekly basis.

## 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.

(See Assignment Schedule on the next page.)

# 18. Tentative Schedule:

Assignments will be from the textbook, Raising the Bar and Closing the Gap

and Get Better Faster

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

| **Check Blackboard** | **Assignment Due** | **Assignments** |
| --- | --- | --- |
| October 11 | October 16 | Student Information Sheet DueFirst Wednesday AssignmentRtB - Read the Foreword and Chapter 1GBF – Forward, About Uncommon Schools, IntroductionRtB Assignment 1 DueGBF Assignment 1 Due |
| October 16 | October 23 | RtB - Read Chapter 2GBF – Principles of CoachingRtB Assignment 2 DueGBF Assignment 2 Due |
| October 23 | October 30 | RtB - Read Chapter 3GBF – Dress RehearsalRtB Assignment 3 DueGBF Assignment 3 DueedTPA Assignment Due |
| October 30 | November 6 | RtB - Read Chapters 4-5GBF – Instant ImmersionRtB Assignment 4 DueGBF Assignment 4 Due |
| November 6 | November 13 | RtB - Read Chapters 6-7GBF – Getting into GearRtB Assignment 5 DueGBF Assignment 5 Due |
| November 13 | November 20 | RtB - Read Chapters 8-9GBF – The Power of DiscourseRtB Assignment 6 DueGBF Assignment 6 Due |
| November 20 | November 27 | No Assignment - Thanksgiving |
| November 27 | December 4 | RtB - Read Chapters 10,11,12GBF – Stretch ItRtB Assignment 7 DueGBF Assignment 7 Due |
| December 4 | **THURSDAY**December 9 | RtB - Read Chapters 13-14RtB Assignment 8 Due**Instructional Pillar Assignment F is Due** |
| The weekly assignments and ILP/PASL Task 2 Assignment are due back to me via email **no later** than **Thursday, December 9, at noon**. Submitted through Blackboard. |

# 19. Methods of Instruction:

The delivery system for this course will consist of face-to-face instruction in combination with virtual class sessions through email and the course Blackboard site as needed. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, and practice. Independent study and reading are essential elements of this course.

# 20. Evaluation Criteria:

| **Student Task** | **Points/Percent** |
| --- | --- |
| Student Information Page | 1 |
| First Wednesday Attendance Assignment | 1 |
| edTPA Assignment | 2 |
| Get Better Faster Written Assignments | 28 |
| Raise the Bar Written Assignments | 32 |
| Instructional Pillar Assignment F/or PASL Task 2 | 36 |
| TOTAL PERCENTAGE**/**POINTS | 100 |

## May God bless each of you!