

# 1. School of Education

Virtual Campus

Don A. Williams 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, & Name:

EDAD 5326– Instructional Leadership I--Fall 1ST8WKS 2024 VC01

# 4. Term and Year:

Fall I 2024 Aug. 12, 2024 to Oct. 5, 2024

Online Course: **Material presented at noon on Saturdays**

Opening material presented on the first day that classes are offered.

# 5. Full Name of Instructor:

James D. Anderson, Ed.D.

Associate Dean

Coordinator of Principalship and Superintendency Programs

Assistant Professor of Education

Don. A Williams School of Education

# 6. Office Phone and WBU Email Address:

Office: 806-291-1046

Cell: 915-383-5993

Email: andersonj@wbu.edu

# 7. Office Hours, Building, and Location:

Office Hours: Normally in office from 8:15 a.m. – 5:00 p.m., Monday - Friday

You may email at any time using the email address listed above to verify availability. You may call my cell phone any time after 9:00 a.m. and before 6:00 p.m. 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 from.

Building: 1900 w. 7th, Plainview, TX 79072, Van Howeling Building of Education

# 8. Class Meeting Time and Location:

This is a virtual class. The expectation is that you are to check the Blackboard daily for information regarding assignments. It is important that you check your email daily for announcements and/or requests from the professor.

# 9**. Catalog Description:** EDUC 5380 Stages of adult development and how adults learn; strategies identified to assist the adult in development and self-actualization. Field experience: 6 hours

# 10. Prerequisite:

None

# 11. Required Textbook and Resources:

**Book:** The Principal as the Learning Leader: A guide to Instructional Success for principal candidates and entry-level principals (**This book is also used for EDAD 5336**)

**Author:** Timothy M. Powers

**Edition:** First

**Copyright:** 2020

**Publisher:** Kindle Direct Publishing – Self-Published (Amazon)

**Book Type:** Paperback

**ISBN:** 97986994172714

**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

**Textbook: Leverage Leadership 2.0: a practical guide to building exceptional schools**

**Author(s**):Bambrick-Santoyo, Paul

**Year**: 2018

**ISBN**: 9781119496625

**Publisher**: Jossey-Bass

**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.

12. 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

13. 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

# 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:

Please read the information at the following link:

[**Link to Statement on Academic Integrity**](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf

**AI STATEMENT:**

* And reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:
  1. No use of any generative AI tools permitted.
     1. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.
     2. All assignments must be fully created, designed, and prepared by the student(s).
     3. Any work that uses generative AI will be treated as plagiarism.
  2. Generative AI tools permitted in specific context and with proper citations.
     1. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
     2. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
     3. Specific parameters for generative AI usage are provided by the instructor.
     4. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.
  3. Generative AI tools usage encouraged and may be actively assigned in coursework.
     1. Use of generative AI tools is actively encouraged and incorporated in to specific assignments for this course.
     2. Use of generative AI tools for assignments in brainstorming, content understanding, or revision to work is perfectly acceptable if cited and referenced properly in any submitted work for the course.
     3. Use of generative AI is encouraged as long as students understand the use of generative AI in the course is to be an assistance tool and not the generator of assignments and submitted work. Ultimately, all submitted work must still reflect student’s own work, understanding, and analysis.
     4. Specific parameters for generative AI usage provided by the instructor.
     5. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

# 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. Students should inform the instructor of existing disabilities the first-class meeting.

# 17. Course Requirements and Grading Criteria:

## First Wednesday Attendance Assignment:

You will be required to submit the **Required First Assignment** on the first Wednesday of the session in order to verify your attendance in the course.

**Student Information Sheet:**

This form will be found on Blackboard under the Content tab. Be sure to fill out and submit on the first Saturday.

**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.

**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 textbooks. 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 to 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.

**PASL Task 1:** As part of your principal certification process, TEA requires you to complete three Performance Assessment of School Leaders tasks. This is the first of those three tasks. Per requirements from TEA and the testing company, professors are prohibited from reviewing and providing feedback to the principal candidate on the PASL submission. You will be given full credit when submitted. Please see the pre-recorded video and other information on Blackboard regarding this assignment.

## 18. 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.

# 19. Tentative Schedule:

SB= School Budgeting (Assignments come from this textbook.)

MC= Managing Communication (Assignments come from this textbook.)

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

| **Check Blackboard** | **Assignment Due** | **Assignments** |
| --- | --- | --- |
| August 12th | August 17th | *Required Frist Assignment*  Student Information Sheet  SS Assignment 1 Due  LL Assignment 1 Due |
| August 17th | August 24th | Assignment 2  SS Assignment 2 Due  LL Assignment 2 Due |
| August 24th | August 31st | Assignment 3  SS Assignment 3 Due  LL Assignment 3 Due  *edTPA Summary Due* |
| August 31st | September 7th | Assignment 4  PL Assignment 1  SS Assignment 4 Due  LL Assignment 4 Due |
| September 7th | September 14th | Assignment 5  PL Assignment 2  SS Assignment 5 Due  LL Assignment 5 Due |
| September 14th | September 21st | Assignment 6 SS Assignment 6 Due LL Assignment 6 Due |
| September 21st | September 28th | Assignment 7 PL Assignment 4SS Assignment 7 Due LL Assignment 7 Due |
| September 28th | October 5th | Assignment 8 SS Assignment 8 Due LL Assignment 8 Due  ILP or Task 1 Due |
| Your PASL Task 1 assignment is available now on Blackboard. The PASL Task 1 assignment is due on Blackboard **no later than Thursday, Oct 3, 2024**, at noon. Submitted through Blackboard. | | |

# 20. Assignments:

| Student Tasks | Points/Percent |
| --- | --- |
| Student Information Sheet Submitted on Time | 2 |
| Required First Assignment | 3 |
| edTPA Summary | 3 |
| Principal as the Instructional Leader Assignments | 16 |
| Strategic School Assignments | 16 |
| Leverage Leadership 2.0 Assignments | 24 |
| PASL Task 1 | 36 |
| TOTAL PERCENTAGE POINTS | 100 |

## May God bless each of you!