



# Instructional Leadership EDLD 6370

783, Summer A, 2020

## Syllabus

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### Basic Information

Syllabus is subject to change at the instructor's discretion. Moreover, students must read all posts made to the announcements page of the on-line course shell.

**Kevin Badgett, Ed.D.**

Associate Professor

University of Texas of the Permian Basin

4901 E. University

Odessa, TX 79762

**Office:** N/A

**Phone:** 432.552.2140

**Email:** badgett\_k@utpb.edu

**Office Hours:** Summer Hours by appointment only

**Course Dates:** May 11 through June 26

**Course Credits:** 3 semester hours

**Location:** This course is a full Web course and is conducted in Canvas.

Academic assistants may be used within this course. The academic assistant is responsible to the instructor and will be assigned specific tasks.

## Communication Plan

### Communication, Grading, and Feedback

Please use e-mail to correspond with me about class issues. My email address is (fill in here). I will generally check email and respond within 24 to 48 hours. Weekends and holidays may impact response time.

Submissions made for a grade will generally be reviewed and graded within 5 to 8 business days and more quickly when possible. General or specific feedback will typically be left for assignment and project submissions. Grades can be checked in the Grades link in the Canvas course shell

Questions for the professor can be submitted to a relevant Discussion Board location; however, if your question is urgent, you will receive a quicker response when you email that question directly to me.

In the case of an emergency when you cannot reach me by email, my cell number is 713-446-5206 or you can call the UT Permian Basin College of Education at 432-552-2120.

## Course Description

### Measurable Learning Outcomes:

This course is designed to acquaint students with dimensions and processes which are a vital part of Instructional Leadership. This course is required for graduate students who are working toward a master degree in Educational Leadership and/or pursuing the Principal as Instructional Leader Certification.

By the end of this course, you will:

- 1) Be able to articulate a personal definition of Instructional Leadership with consideration for elements and dimensions which are generally accepted as core components of Instructional Leadership
- 2) Consider and articulate plans for application and decision making in various dimensions of Instructional Leadership
- 3) Advocate for leadership focused on improving teaching and learning by being better able to articulate a plan for teacher support

- 4) Identify and be able to recommend and use various instructional tools that will help improve teaching effectiveness
- 5) Describe characteristics of an effective campus and an effective classroom.
- 6) Evaluate the degree to which characteristics of an effective classroom are present and support capacity building in teachers
- 7) Coach teachers with a focus on professional development and growth.
- 8) Plan for teacher support in the area of differentiated instruction
- 9) Plan for the strategic use of data for decision making at the campus level
- 10) Plan for the strategic use of instructional technology as a pedagogical tool

## Conceptual Framework of the University of Texas of the Permian Basin School of Education

### Vision

The vision of the College of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

### Mission

The mission of the College of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

### Learning Outcomes for Principal Candidates and Other School-Based Professionals:

*The faculty expects that candidates will:*

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

### Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

*Knowledge (K):* Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession

2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

*Skills (S):* Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

*Dispositions (D):* Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
  - a) to strive for social justice, equality, and equity for all learners
  - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
  - c) to empower all learners as citizens in a global society

**Prerequisites: None**

## Materials – Required Textbooks

### Required Materials:

Cain, S., & Laird, M. (2011). *The fundamental 5: The formula for quality instruction*. Publisher not identified. ISBN 978-1456491031

### Recommended Materials:

McCain, T. (2005). *Teaching for tomorrow: Teaching content and problem-solving skills*. Corwin Press. ISBN 978-1412913843

## Computer Skills and Software Requirements

Special prerequisite skills include word processing, spreadsheet, presentation software, e-mail, and attaching and uploading of documents. Student will need to create word processing documents, save files, submit files.

Students, Faculty and Staff at UTPB can use cloud versions of MS Office 365 through use of their UTPB email address. For more information refer to: <http://www.utpb.edu/services/ird/information-on-computer-accounts-e-mail>.

To obtain software licensing and media for selected Microsoft titles at very low cost through a software agreement: <http://www.utpb.edu/services/ird/information-for-students/software-distribution/microsoft-select>.

## Online Student Authentication

The University of Texas of the Permian Basin (UTPB) maintains policies and procedures to ensure that each student who registers for a distance or correspondence course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to authenticate student identity by employing at least two methods of verification. To access online courses students must login to the Canvas learning management system to establish their identity by using their unique personal identifying username login and a secure password. UTPB's Distance Education Policy allows faculty multiple options (Proctored Examinations, Field/Clinical Experiences, Synchronous/asynchronous video activities, other technologies and practices that are effective in verifying student identification) for satisfying the second method of validating student identity. This course satisfies the second method of student verification by requiring following (non-graded but mandatory):

- 1) A clear image of yourself
  - a. In color
  - b. Well lit, and no shadows on your face or your ID that can obscure your image
  - c. Must be taken on the day you submit the photo to reflect your current appearance
  - d. Taken in full-face view directly facing the camera
  - e. With a neutral facial expression and both eyes open
- 2) Then a picture of your ID\* with only your name and picture showing (Picture ID card in which the **ID number has been covered (tape over any numbers)**).

I just need to see you, then the image of you on the card with your name.

**Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.**

For more about the UTPB Distance Education Policy, see the following link:

<http://www.utpb.edu/docs/default-source/utpb-docs/academicaffairs/rules-policies-and-procedures/distance-education-policy.pdf>

\*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

## Academic Calendar

*Academic Calendar by going to* <http://catalog.utpb.edu/mime/media/view/5/258/Calendar.pdf>

## Course Activities:

### Discussions (7) 20 pts apiece – total – 140 pts

A reflective question will be posted by the Professor each week, based on Module topics. Students should access the Discussion thread for each respective Module to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of two other students. Discussion posts must be made by the due date to receive full credit.

### Top 3 Preferences for the PLC Paper Focus – 25 pts

Students will submit three possible areas for focus on your PLC paper. List them in order of priority. I will select one (probably your first choice) and communicate that to you. That will be your focus for your PLC paper. See the rubric in the Resources section of the course for a full explanation of grading standards.

### Assignments (5) – 100 pts apiece – total – 500 pts

After completing assigned readings, students will review lectures prepared by the instructor. The lectures will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Assignment Tool" and complete the required assignment.

### Course Project – Module 6 Data Review and Planning – 200 pts

**This is a major effort that will require the coordination of others in a shared effort.** Summarily, you will organize a steering group to review different types of data and discuss implications, identify a major challenge and root cause, and reflect on next steps. For more detail, see the assignment description and the scoring rubric. You'll want to start this effort early in the course. See also the Module 6 lecture for more information.

### Module 7 PLC Paper – 100 pts

The goal of the final module's assignment is to create a paper that deals with PLCs. In this paper, you will explore, reflect, and describe the processes by which you would hypothetically set up a PLC. The problem you address should be a real-world problem that one might anticipate on a campus in Anytown, USA. The problem does not necessarily need to be something that is happening

or has happened on your campus. Specific areas of focus for your writing will include a general review of PLCs, describing the focus or desired results of your PLC's efforts, identifying the staff development components of your PLC, a discussion of the vision/mission fit of your PLC efforts, and a discussion of the role of school constituents among other things. For a full description of the grading standards for this assignment, see the rubric in the resources section of the on-line course shell. The link is titled Assignment 7 Rubric.

A couple notes about the project – You should have submitted your topic for the PLC to the professor no later than Friday of the second week of the course. This was addressed in the Module 1 lecture. Also, your work is in theory. There is no expectation that this idea be put into practice by the end of the course. However, that does not limit you from developing something that could be put into practice.

### **10 (or 15\*) -hour Mini-Internship Log and Reflection (100 points)**

Candidates are to engage in supervised campus leadership activities for 15 hours. This can be before school, after school or during school. The activities may be supervised by your current certified campus administrator or one not on your campus. The supervising school leader should be a principal or an assistant principal with at least 3 years of experience in a campus leadership role. Experiences can include shadowing if the experiences are also accompanied by orientation and/or debriefing experiences that offer the candidate deeper insight into the school leader's role. Activities should not be only those that are completed in the candidate's role as a teacher or one that does not add to school leadership development in some clear and compelling way. Finally, experiences should be diverse.

Candidates will complete a log of the various experiences and then write a 2-page reflection on the logged experiences and how those experiences altered or cemented their beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC 268 competencies (or other standards as approved/appropriate). The log document is included in the course syllabus. Activity descriptions should include enough information to illustrate how/why the activity is related to developing their capacity for effective school leadership. Failure to provide such detail may lead to less than full credit.

For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course on the Student Information Sheet.

*\*Students who will be completing the MA in Educational Leadership and/or Principal as Instructional Leaders Certification programs with only one (1) Practicum course must complete 15 hours in their Mini-Internship for state-compliance related reasons.*

### **Candidate Disposition Sheet – 20 pts**

This document is a self-appraisal tool with which students can reflect on their own dispositions. The form for this exercise is available in the Module 0 section of the Canvas course shell and should be submitted no later than the 5<sup>th</sup> Friday of the course.

### **Student Information Sheet – 5 pts**

Students will fill out and submit the Student Information Sheet available in the Modules tab of the on-line course shell.

### **Orientation for the Module 6 Data Project – 10 pts**

Students in the course are expected to be available for at least one of two synchronous orientations to the Module 6 Data Project. Accommodations and personal orientations will not be available unless there is a compelling need. Discretion for personal orientations will be left solely to the discretion of the course professor.

## **Module Discussion and Assignment Schedule (All Times CST):**

### **Weekly Reflections**

A reflective case study/question will be posted each week. Responses will be discussed in class via the discussion board. Each student is expected to post an original reflective response that addresses the case and/or question(s). Further, each student is expected to give a thoughtful reflection to the original posts from two of their colleagues.

**Assignments are due on the date listed by the description. Preferred submission format is MS Word.\***

**Student Information Sheet is Due May 13<sup>th</sup> by noon**

**Site Supervisor Name and Position Due May 13<sup>th</sup> by noon – on the Student Information Sheet**

## **Module 1 – Campus Leadership**

**Dates: May 11<sup>th</sup> through May 15<sup>th</sup> (this is a very abbreviated Module but the requirements are not overly complex.)**

**Student Information Sheet due by May 15<sup>th</sup> at noon.**

### **Module Objectives:**

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

- 1) Articulate the purpose for this course
- 2) Understand the intention for the course text
- 3) Understand the role of the extra-textual resources and readings
- 4) Clearly discuss the meaning of Systems Thinking in the context of school leadership
- 5) Define personal visions and values
- 6) Discuss in meaningful ways how personal values influence and inform school leadership
- 7) Articulate the differences between vision and mission and support the shared development of a collective vision statement for a campus.
- 8) Understand how a shared vision informs campus planning
- 9) Articulate the importance of understanding campus vision/mission when pursuing a leadership position

### **Reading and Resources:**

AEL Videos Titled Personal Vision and Establishing the Vision

### **Module 1 Discussion Participation:**

Due May 13 by 5 PM (This deadline is a Friday evening. All other discussion deadlines will be noon on Wednesday of a given week.)

Two Questions:

How do a leader's personal values and vision influence their leadership of an organization?

With that being considered, why is it important to identify and put into words a personal vision and set of values?

Post your answer to the **Module 1 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Synchronous Data Project Orientation (Module 6 Assignment):**

There will be two opportunities to participate in a synchronous data project orientation with the course instructor. Those opportunities will happen from **4:00 PM to 5:00 PM on Wednesday 5/13 and Thursday 5/14**. Students are expected to make themselves available **for at least one of those meetings**. Failure to do so will lead to a zero in the Gradebook for this assignment if there is no documented alternative agreement/accommodation before the end of the second opportunity.

### **Module 1 Assignment:** Due May 15 by 11:59 PM

Discuss two decisions/situations and the unintended consequences that resulted from those decisions/situations. Then, discuss how things may have been done to prepare for those situations so that they did not occur or so that the consequences would not have been so dire. Finally, briefly discuss your thoughts on why it is important for school leaders to understand systems thinking.

For a full description of grading standards, see the rubric.

The due date for this assignment is listed on the course Calendar at the bottom of the syllabus.

## **Module 2 – Instructional Leadership and Characteristics of An Effective Classroom and Lesson**

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

- 1) Identify characteristics of effective schools
- 2) Identify characteristics of an effective lesson
- 3) Discuss the role and impact of relationships and classroom culture in ensuring our students are set up for success
- 4) Identify and plan for use of some of the tools available to classroom teachers that support their ability to meet student learning needs
- 5) Understand the importance of and discuss how to go about ensuring alignment between Curriculum, Instruction, Assessment, and Teacher Evaluation
- 6) Demonstrate an understanding of what it means to shift from a teacher-centered approach to one that is student-centered

### **Reading and Resources:**

Cain and Laird – Chapters 1 and 3

Oklahoma University Center for Effective Schools: [http://ces.ou.edu/7\\_correlates\\_effectiveness.html](http://ces.ou.edu/7_correlates_effectiveness.html) (Resource)

Attributes of an Effective Lesson Resource in the Canvas Module 2 section (Resource)

BKSLM in the Canvas Module 2 section (Resource)  
Video of Kellye and Transcript in the Canvas Module 2 section (assignment)  
Scripting Form for Assignment (Resource)

**Dates: May 16<sup>h</sup> through May 22<sup>th</sup>**

### **Module 2 Discussion Participation:**

Due May 18 by noon

Share a strategy you have applied or could apply in your classroom that would support more student-centered instruction. If applicable, share a resource(s) such as those referenced on slide 8 that did or could support such a change.

Post your answer to the **Module 2 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Module 2 Assignment:**

May 22 by 11:59 PM

Students will practice making instructional recommendations for a teacher struggling to engage student thinking beyond the lower levels of Blooms Taxonomy. Watching the ILD video of Kellye's lesson, students will identify a least two different elements of Kellye's lesson and recommend ways Kellye could elevate the rigor of his instruction.

In order to practice an important skill, part of this assignment will be to script what you observe prior to making determinations about the Kellye's strengths and weaknesses. I apologize for a little redundancy as I will repeat some of this in the next module, but this is relevant to this module's assignment and to the assignment for the next module.

During your observation of this lesson, you will script what you view. Most of the time, I would use a legal pad or MS Word document broken into three columns. Down the left side of the document, I write Time, in the second column Teacher Behaviors, and in the third column I record Learner Behaviors. This allows me to script my observations without judgement and facilitates an ability after the observation to review my recorded observations for the purpose of reaching non-judgmental conclusions that are measurable and fact based. There is a template available in the Module 2 section of the Canvas course shell for scripting. Incidentally, the same template will be available in the Module 3 section for use with that Module's assignment.

See the Video and Transcript in the Module 2 section of the Canvas course shell. See the rubric for a full explanation of the grading standards.

### **3 Proposed Topics Submitted by noon 5/22**

## **Module 3 – Instructional Leadership and Teacher Evaluation and Support**

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

- 1) Identify characteristics of an administrator/teacher relationship which can facilitate an appraisal process focused on support and capacity building
- 2) Articulate important steps in the teacher evaluation process
- 3) Identify and discuss steps which support an ability to coach and build capacity in teachers
- 4) Discuss in practical terms the place of lesson planning in the teacher evaluation process
- 5) Understand the limited degree to which the evaluation process should play a role in teacher nonrenewal
- 6) Be aware of the most commonly used teacher evaluation tool in Texas
- 7) Articulate the practical difference between evaluation and support in the appraisal process
- 8) Identify key data available to support the evaluation process
- 9) Become aware of different supervisory styles and how could strategies from all styles support an ability to foster teachers growth

### **Reading and Resources:**

Cain and Laird Chapters 2 and 4

PDAS Scoring Criteria Guide (Resource)

T-TESS Scoring Rubric (Resource)

Appraisal Timeline <http://www4.esc13.net/uploads/pdas/docs/AppraisalPeriodTimeline.pdf> (Resource)

Scripting Form for Assignment (Resource)

**Dates: May 23 through May 29**

### **Module 3 Discussion Participation:**

Due May 25 by noon

Take the Supervisory Beliefs Inventory available in the Module 3 folder

Upon completion, report the following:

What style do you most strongly identify with based on the inventory. Is it what you expected? Why or why not?

Then, name a supervisory approach other than the one identified by the inventory and discuss how you would supervise and support a teacher who might be more responsive to that approach.

Post your answer to the **Module 3 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Module 3 Assignment:**

Due May 29 by 11:59 PM

Students will practice coaching an effective teacher. Using evidence from the video, students will script their observations, note Cheryl's strengths, and suggestions for growth based on their observations. In order to practice the process of identifying strengths and areas for growth, students will identify at least two (2) of each. Comments will be evidence based and recommendations will be measurable.

The due date for this assignment is listed on the course Calendar.

For a full description of grading standards, see the rubric.

## **Module 4 – Instructional Leadership for Meeting Differentiated Student Needs**

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

- 1) Discuss in meaningful ways how differentiation is important and why it may be fair to treat students differently
- 2) Articulate the difference between an accommodation and a modification and understand how they relate to Curriculum and Pedagogy or Instruction
- 3) Identify different dimensions of differentiation and apply and understanding of the differences to the process of equipping teachers
- 4) Locate and use resources available to administrators which can support teachers in their efforts to meet individualized student instructional needs?
- 5) Access resources available to support the administration of special programs including Special Education and Bilingual/ESL

### **Reading and Resources:**

Cain and Laird Chapters 5 and 6

Slide 3 Video – <http://www.youtube.com/watch?v=akvDT9KFZPw> (Resource)

LPAC Repository <http://programs.esc20.net/default.aspx?name=lpac.home> (Resource)

Special Education Legal Framework <https://framework.esc18.net/display/Webforms/LandingPage.aspx> (Resource)

Assignment Link: <http://iris.peabody.vanderbilt.edu/>

**Dates: May 30 through June 5**

### **Module 4 Discussion Participation:**

Due June 1 by noon

Briefly describe your special students need(s), share your Content, Process, and Product Accommodations for that student, explain why those accommodations were most appropriate for your special student (for more on this, see slide 4 of the Module 4 lecture).

Post your answer to the **Module 4 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Module 4 Assignment:**

Due June 5 by 11:59 PM

While this module is a little brief, the assignment will take a little bit of time this week. Vanderbilt University provides a great open-access resource. I'm assigning this for several reasons. First, it reinforces everything we've discussed here. Second, and more importantly, it requires that you navigate a resource that you could use to support teachers on your campus. Remember, this module is about helping you support teachers.

Here's what you need to do:

- 1) Go to the web address on this slide. <http://iris.peabody.vanderbilt.edu/>
- 2) Select the link for Differentiated Instruction in the menu on the right side of the page after you scroll down a bit
- 3) Click on the expandable menu titled Modules
- 4) Select the hyperlink for Differentiated Instruction: Maximizing the Learning of All Students
- 5) Read the introduction and complete all Module Activities. I would think this should take up to a couple hours to complete provided that you listen to all the embedded mini-lectures and review all the information.
- 6) Upon completion of the Module, please prepare a paper submission that addresses the following things:

1. What is differentiated instruction?
2. Describe at least four significant ways in which differentiated instruction differs from traditional classroom instruction.
3. How can teachers get to know their students? Make sure to include the three characteristics of students that are important for differentiating instruction and give at least two examples of how teachers can learn about each.
4. Ms. Hasbro has taught high-school Spanish for ten years. She would like to start differentiating instruction and needs to make some changes.
  - a. Explain why each of Ms. Hasbro's classroom practices listed below is not a differentiated practice.
  - b. Describe what Ms. Hasbro can do differently with each of them in order to truly differentiate.
    - Delivers instruction primarily by lecturing
    - Does not permit students to retake tests they have failed
    - Records zeros for missing assignments
    - Groups students at the beginning of the year based on the previous year's achievement test scores
    - Gives bonus points for classroom participation
    - Gives a test every Friday

Think back to a class you took in high school. Describe both the class and how the teacher typically conducted it. Describe five elements that you would change to make it more differentiated. (Make sure to include at least one each for content, process, and product.)

The due date for this assignment is listed on the course Calendar/Schedule.

For a full description of grading standards, see the rubric.

## **Module 5 – Instructional Leadership with Technology**

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

- 1) Develop a deeper understanding of what instructional technology is along with the ability to identify helpful technology-based instructional resources
- 2) Understand and plan for broad applications of and for instructional technology
- 3) Articulate some of the reasons behind occasional teacher rejection of integrated technology as an instructional medium
- 4) Define and discuss the purpose for integration of instructional technology
- 5) Identify and discuss some of the resources available to help administrators help teachers with the integration of instructional technology

### **Reading and Resources:**

Greg Toppo You Tube Video [https://www.youtube.com/watch?v=D17P3kqB3\\_0](https://www.youtube.com/watch?v=D17P3kqB3_0)

Groff and Mousa “Framework” Article (in the Canvas course shell)

K-2 Data Map Document (Resource available in the Canvas course shell)

Additional document with information about Tech uses to support school leaders (Resource available in the Canvas shell)

**Dates: June 6 through June 12**

### **Module 5 Discussion Participation:**

Due June 8 by noon

Select one of the following topics:

Share a situation where you’ve seen technology integrated in a way that enhanced the efficiency or effectiveness of a lesson.

Or

Share a situation where a technology initiative failed. If you share this, what might have made the initiative successful?

Or

If you've not seen technology integration attempted (should be rare) what specific application of technology would you like to see and how do you think such an initiative would enhance teaching and learning in your classroom/on your campus?

### **Module 5 Assignment:**

Due June 12 by 11:59 PM

Consider 3 distinct instructional challenges and how the integration of specific technology resources may support a teacher's ability to be more efficient or more effective.

For additional credit, present this submission with some additional type of technology. The use of a Powerpoint alone will not garner additional credit.

The due date for this assignment is listed on the course Calendar.

For a full description of grading standards, see the rubric.

### **Module 6 – Instructional Leadership with Data**

By the end of this module, the accompanying assignment, and your reading, you should be able to:

- 1) Understand interconnectedness of various sources of data and other campus systems
- 2) Consider and plan with consideration for many and varied categories of data which should be considered when making decisions as a campus leader
- 3) Identify a variety of ways to train teachers in the use of data
- 4) Develop a plan for identifying the purpose of grades and understanding (as a community) what grades should communicate
- 5) Articulate how data might be used formatively and summatively
- 6) Discuss and plan for district and campus developed data collection and disaggregation tools

### **Reading and Resources:**

AEL Categories of Data (Resource)

Dates: June 13 through June 19

### **Module 6 Discussion Participation:**

Due June 15 by noon

List at least three sources of underused data (only one can be directly related to academic achievement). Why did you select those three and what is their value?

### **Module 6 Assignment Due:**

June 19 by 11:59 PM

#### **Step I:**

The student will select a steering group of key partners he/she will lead in a shared and deliberative process of making data-informed recommendations.

#### **Step II:**

In advance of the meeting, the candidate, collects data across four different areas (demographic, perceptions, school processes, and student learning), develops a summary understanding of the data, and plans to lead the meeting.

#### **Step III:**

The student will collect **demographic data** from multiple sources utilizing the provided demographic data inventory (Bernhardt, 2013). The student will analyze the data by use of the supplied demographic data template. The student will include the data sources that have been collected to support the analysis. By completing the template the students will record the “strengths” and “challenges” found in the demographic data. Identifying challenges is the first steps in teaching students to recognize high leverage priorities in school/instructional improvement. Moreover, by completing the data template the students will identify the implications found in the demographic data.

By completing the demographic data inventory the students will have a model by which to find relevant demographic data from multiple sources. The inventory will help students highlight the types of data that may or may not be collected on their campus for a proper data analysis.



2-Analysis of  
Demographic Data.c

#### **Step IV:**

The student will collect **perception data** by collecting surveys administered by the school and surveys created by the student to gauge stakeholder perceptions of the school environment and culture. The students will analyze the perception data by use of the supplied perception data template (Bernhardt, 2013). By completing the data template the students will identify the implications found in the perception data. Their analysis will also compare those areas of agreement and disagreement across the questionnaires. In addition it will compare differences in disaggregated responses of the subgroups. This particular of the assignment will focus students' attention to potential equity issues.



### 3-Analysis of Perceptions Data.doc

#### Step V:

The student will collect data related to **School Processes**. The student will analyze the school processes data through the use of the school processes template (Bernhardt, 2013). The student will also utilize the results of the analysis to inform their thinking as they share the information in their collaborative meetings with school colleagues and course cohort colleagues.



### 5-Analysis of School Processes Da

#### Step VI:

The student will collect **Student Achievement data** from multiple sources utilizing the provided student achievement data template (Bernhardt, 2013). Through the analysis of the achievement data the students will identify areas of concern that the school may need to focus on and the implications for instructional practice in the area of concern. The identification of areas and concern and implications for instructional practice is the driver for the development of the research action plan.



### 4-Analysis of Student Learning D:

#### Step VII:

The student will offer an evaluation of current campus effectiveness and clearly grounds their evaluation in the available data.

**Step VIII:**

The student will offer a narrative reflection that addresses the implications of the data for instruction. The narrative will give some attention to Curriculum (C), Instructional (I), and Assessment (A). For assessment, there will be some attention given to formative and summative assessment.

**Step IX:**

The student will offer a narrative reflection that addresses the implications for campus planning.

**Step X:**

The student will offer a narrative reflection that addresses the implications for reducing the achievement gap.

**Step XI:**

The student will offer a narrative reflection that addresses the implications for collaboration.

**Step XII:**

Having reviewed multiple and varied sources of data the candidate prioritizes one student learning challenge on the campus, reflects on why it is the highest priority, articulates the root cause and explores how their conclusions are supported across data sources. The purpose of a complete root cause analysis is to perform a brainstorming activity of the possible reasons why a problem may be occurring. The brainstorming activity will be performed during the action research planning phase.

**Of Note:**

Candidate full-credit eligible submissions will include a video upload. See the rubric for more information.

For more detailed grading standards see the assignment rubric.

## **Module 7 – Instructional Leadership and Professional Development**

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

- 1) Articulate a general purpose statement for Professional Development
- 2) Be aware of specific research based PD strategies
- 3) Identify best practices which should be considered when preparing PD
- 4) Discuss the role of Growth Plans or Personalized Professional Development Plans in a broader PD strategy
- 5) Define a PLC with consideration for what is it not and be able to identify available resources to support the development of a PLC effort

### **Reading and Resources:**

Cain and Laird Chapters 7-9

Entire section of the Canvas shell with PLC documents (Resources) – Making sure to read what is required for the Module 7 Assignment

Best Practices (Resource)

**Dates: June 20 through June 25**

### **Module 7 Discussion Participation:**

Due June 22 by noon

Describe how you would go about the process of helping determine a program of Professional Development for:

An individual Teacher

A grade level

A campus

Post and reply to the **Module 7 Discussion** forum by going to the **Discussion Board** button on the course menu.

### **Module 7 Assignment:**

Due June 25 by 11:59 PM

The goal of final module's assignment is to create a paper that deals with PLCs. In this paper, you will explore, reflect, and describe the processes by which you would hypothetically set up a PLC. The problem you address should be a real-world problem that one might anticipate on a campus in Anytown, USA. The problem does not necessarily need to be something that is happening or has happened on your campus. Specific areas of focus for your writing will include a general review of PLCs, describing the focus or desired results of your PLC's efforts, identifying the staff development components of your PLC, a discussion of the vision/mission fit of your PLC efforts, and a discussion of the role of school constituents among other things. For a full description of the grading standards for this assignment, see the rubric in the resources section of the on-line course shell. The link is titled Assignment 7 Rubric.

A couple notes about the project – You should have submitted your topic for the PLC to the professor no later than Friday of the second week of the course. This was addressed in the Module 1 lecture. Also, your work is in theory. There is no expectation that this idea be put into practice by the end of the course. However, that does not limit you from developing something that could be put into practice.

## Mini-Internship submissions (Log and Reflection) due any time on June 24, 2020.

### Course Assessment:

The course final grade is determined using a criterion-referenced format. The student can earn a maximum of **1100** points.

Discussions (7)	140 Points
Assignments (including the PLC Paper) (6)	600 Points
Major Project (1) – Module 6	200 Points
Three Possible Areas of Focus	25 Points
Student Information Sheet (1)	5 Points
Candidate Disposition Form (1)	20 pts
Mini Internship Log and Reflection (1)	100 pts
Synchronous Data Project Orientation	10 pts

The student's grade is determined using the following percentages:

- A: 1018 – 1100
- B: 919 – 1017
- C: 820 – 918

No grades of "D" are given as per decision of the College of Education Graduate Faculty. A grade of "F" will be given, if necessary. Students in danger of earning less than 820 points for the course should arrange a conference with the professor prior to the end of the semester.

**Extra Credit Opportunities:** Students can earn up to 50 points of extra credit for participating in activities which broaden their perspective and deepen their capacity for understanding the roles and responsibilities of the school principal. The activities include, but are not limited to, professional education conferences/workshops and classroom observations. [Any extra credit opportunities will be proposed and developed by the student with instructor support. Final approval in writing must be granted by the instructor prior to the activity in order to guarantee credit. Mode of approval will be email.](#)

[Before proposing extra credit, the student should be able to answer the following questions:](#)

- 1) [How does this relate to the principal's role as an instructional leader?](#)
- 2) [How will completion of this extra credit assignment better prepare me to effectively lead and manage on a PK-12 campus?](#)
- 3) [How will completion of this extra credit contribute to my ability to support teaching and learning on my campus?](#)
- 4) [How will completion of this extra credit assignment better prepare me to support the development of leadership skills in other aspiring leaders?](#)

**Penalty for Late Assignments:** Assignments are always due according to the time listed on the course assignment calendar at the end of the course syllabus. **1 minute late will be considered one week late.** In the absence of a clear and documented agreement to the contrary (documentation must be in the form of email) late submissions will result in a grade deduction of 10% on the first day and an additional 5% each day late after the 3<sup>rd</sup> day. After the assignment is 8 days late, the most a student can expect to receive for a submission is 50%. The percentage will be deducted from 100% not from the final grade on the assignment. It will *always* be the student's responsibility to initiate communication when an assignment is late or if the student believes an assignment could be late. Moreover, it will *always* be the student's responsibility to maintain documentation related to agreements between the student and the teacher when there are issues with late submission. After 2 weeks late (that is after 11:59 PM 14 days after the initial due date), I may only accept submission for the purpose of allowing you to submit and a zero (0) will be assigned for the grade on the assignment. Again, any exceptions to this policy must be approved through email and should be arranged prior to the due date/time. Moreover, no assignments will be graded if they are submitted after the last day of the course.

**Credit Recovery Policy:** At times a student may desire to recover credit not awarded on a given assignment. You will almost always have a rubric that will communicate my grading standards. When grading your submissions, this document will be my guide. If I do not believe you met the expectations described in the rubric, I will typically give feedback that clarifies how or why I believe you did not meet the stated expectations. Understand that my greatest priority is your preparedness as it relates to being able to execute responsibilities consistent with concepts reviewed in this course. Therefore, I am always willing to reconsider a grade if you adequately address the deficiencies in an original submission. In other words, I will always allow a resubmission. Revised submission should be made by email to the professor and/or coach (as appropriate). **Any student wishing to take advantage of this must resubmit within a literal 48 hours of a grade being posted in the on-line grade center.** Failure to do so will deprive a student of a resubmission opportunity. It is always the student's responsibility to know how to retrieve assignment feedback and to do so in a timely way.

To the extent that you do address the deficiencies in the resubmission, I will assign one half (1/2) of the credit you would otherwise have received if the assignment had been submitted correctly the first time. For the first assignment I will award full credit assuming all deficient areas are addressed in a way that satisfies the requirements communicated in the grading rubric and that the requirements communicated.

**Important:** *Understand that I do not want to regrade an entire submission. Therefore, if you are going to resubmit, I expect your changes to be clearly distinguished from the original submission. This can be done with a different color font or with some other kind of distinction such as underlining or italicizing. Moreover, I expect that the writer will use comment bubbles (found under the review section in MS Word 2007 and 2010) to explain how their modifications address the areas of deficiency.*

In the absence of the above, I cannot guarantee credit for modifications. Any exceptions to the above policy must be approved by the instructor through email. Again, it is the student's responsibility to initiate any exceptions. Further, it is the student's responsibility to maintain any documentation related to the above.

**Note:** *There is an exception to any assignment, including the Final Course Project (if applicable) which is due to be submitted one day later (or more) than 2 weeks prior to the last day of a given semester. If a student wishes to avoid this exception, the given assignment can be completed early and be submitted no later than two (2) calendar weeks prior to the last day of the semester (see the University's academic calendar). If the assignment is submitted according to this timeline, the Credit Recovery Policy can apply.*

**\*Note about Technology and Submission of Assignments:** Working with technology, it's a given that sometimes things do not work as we intend. This extends to the submission of assignments. It is *always* the student's responsibility to ensure their assignments are submitted on time. After submitting your assignment, always check to ensure they were, in fact, submitted. This can be done by clicking the link to your gradebook. There should be an indication designating that you have submitted an assignment that is awaiting a grade.

## Policies and Procedures

1. Course Content Structure:

The course is divided into seven (7) Modules . You should read the textbook section first, and then review the online lecture. The lectures will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Discussion Tool" and post answers to the discussion question (specific to the module) posted by the instructor. You must also read other students' posts and respond to two other students' responses. Discussion posts must be made by the date on the schedule to receive full credit.

2. Every student in this course is expected to complete the Student Information Sheet at the beginning of the semester. The Student Information Sheet will be posted in the Module 1 Section of the Canvas course shell.

3. Grading and Feedback:

All the course activities will be graded within one week after the set due date and will be graded on an absolute scale. You can check your grades by going to **GradeBook**. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

4. Discussion Board Participation:

Discussion Board will primarily be used for discussing course content related topics and issues. There will be seven discussion topics for the semester. Each discussion topic is worth 20 points.

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

5. Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be granted if the student has complete at least 75% of the course with a grade of 'C' or better and provides a valid, documented excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student will sign a contract

that includes the incomplete course activities and the new due dates.

For grade appeal process go to <http://www.utpb.edu/campus-life/dean-of-students/grievances>.

6. Submission of Course Assessment Activities:

All the course assessment activities will be submitted via Assignment Tool. Keep in mind the following standards/practices for submission of assignments:

- a. All course assessment activity files that will be submitted to the instructor should be in MS Word or RTF
- b. Be sure to put your name at the top of each page header
- c. Always keep a copy of all the work you submit so that you won't need to re-do it if it should get lost in cyberspace.

7. Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. For more on late submissions see the policy above in the section dealing with course grades.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

8. Netiquette:

Anything you type in the discussion area is public - which means that every student in this class (including your instructor) will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- a. Do not post anything too personal;
- b. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity;
- c. Do not use all caps in the message box unless you are emphasizing (it is considered shouting)
- d. Be courteous and respectful to other people on the list
- e. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- f. If the posting is going to be long, use line breaks and paragraphs
- g. Write your full name at the end of the posting
- h. Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

Refer to this link for additional help on netiquette: <http://www.albion.com/netiquette/corerules.html>

9. Cheating/Plagiarism/Academic Dishonesty:

"Plagiarism" includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

NOTE: Students found plagiarizing or cheating will receive a zero on the course activity which could cause failure in the class and/or suspension or dismissal from the college.

10. Accommodation for Students with Disabilities

**Students with Disabilities:** The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

**ADA Officer for Students:** Mr. Paul Leverington

**Address:** Mesa Building 4242/4901 E. University, Odessa, Texas 79762

**Voice Telephone:** 432-552-4696

**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

**11. Attendance and Class Participation:**

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

NOTE: For summer classes students are expected to log in every day.

**12. Tracking:**

The learning management systems used to deliver this course have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course.

**13. Absenteeism:**

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. You are expected to log into the course at least once a week. For summer courses you are required to log in every day. If I am going to be out because of ill health, attending a conference, etc. you will be notified through email.

## Technical Requirements

Please visit the following page: <http://www.utpb.edu/online/reach/technical-requirements> You will find:

1. Requirements
2. Plug In Helper
3. Set up Information
4. Links to 24/7 Help Desk

## Preparation for Computer Emergencies:

### Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

### Server problems

When the Canvas server needs downtime for maintenance, the Canvas Administrator will post an announcement in your course informing the time and the date. If the server experiences unforeseen problems your course instructor will send an email.

### Complete Loss of Contact

If you lose contact with me completely (i.e. you cannot contact me via Canvas or email), you need to call me at my office, and explain the reason you cannot contact me and leave me a way to contact you.

### Lost/Corrupt/Disappeared files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., server crash or virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no "downtime" in regard to the timeline for submission.

## Student Support Services:

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-2630 <a href="http://www.utpb.edu/academics/undergraduate-success/TSAAD">http://www.utpb.edu/academics/undergraduate-success/TSAAD</a>
Admissions & Registration & Transcripts	(432) 552-2605 <a href="http://www.utpb.edu/admissions">http://www.utpb.edu/admissions</a>
Advising	UTPB E-Advisor at <a href="http://cas.utpb.edu/academic-advising-center/e-advisor/">http://cas.utpb.edu/academic-advising-center/e-advisor/</a>
Bookstore	(432) 552-0220 <a href="http://www.bkstr.com/texas-permianbasinstore/home">http://www.bkstr.com/texas-permianbasinstore/home</a>
Canvas Technical Support	1-866-437-0867 <a href="https://guides.instructure.com/">https://guides.instructure.com/</a>
Financial Aid and Scholarship	(432) 552-2620 <a href="http://www.utpb.edu/campus-life/financial-aid">http://www.utpb.edu/campus-life/financial-aid</a>
UTPB Library	(432) 552-2370 The J. Conrad Dunagan Library Online at <a href="http://library.utpb.edu/">http://library.utpb.edu/</a>
Student Services	<a href="http://www.utpb.edu/campus-life/studentactivities/student-">http://www.utpb.edu/campus-life/studentactivities/student-</a>

	<a href="#">senate/committees/student-affairs</a>
Tutoring & Learning Resources	<p>If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).</p> <p>Student Success Center:  <a href="http://www.utpb.edu/academics/undergraduate-success/success-center">http://www.utpb.edu/academics/undergraduate-success/success-center</a></p>

## End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through you my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and you responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

University of Texas of the Permian Basin

School of Education

Educational Leadership

LOG OF INTERNSHIP EXPERIENCES

FORM C

Name: \_\_\_\_\_

Date	Experience	SBEC 268 Competency	ELCC Standard	Hours

Date	Experience	SBEC 268 Competency	ELCC Standard	Hours

Student Signature:

Site Supervisor Name (Please Print):

Signature:

Date:

Date:

Sample Syllabus

**EDLD 6370 – Instructional Leadership**  
**University of Texas of the Permian Basin**

**Student Information**

Name \_\_\_\_\_

School \_\_\_\_\_

Title \_\_\_\_\_

Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

Site-Supervisor's Name\* \_\_\_\_\_

Site-Supervisor's Email \_\_\_\_\_

\*Must be a certified and experienced campus administrator (Principalship or Mid-Management)

# Schedule

## Module 1 – Campus Leadership May 11 through May 15

Student Information Sheet is due by noon on May 13<sup>th</sup>

Synchronous Orientation on 5/13 or 5/14. Both from 4:00 PM to 5:00 PM CST

<b>Discussion</b>  <b>May 13 by 5 pm (all other discussion deadlines will be noon)</b>	<b>Synchronous Data Project Orientation – Pick at least One</b>  <b>4:00 to 5:00 pm</b>  <b>5/13/20 <u>or</u> 5/14/20</b>	<b>Assignment</b>  <b>May 15 (11:59 PM)</b>
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## Module 2 – Instructional Leadership and Characteristics of An Effective Classroom and Lesson May 16<sup>h</sup> through May 22

Three Proposed Areas for focus are due no later than noon May 22<sup>th</sup>

<b>Discussion</b>  <b>May 18 (noon)</b>	<b>Assignment</b>  <b>May 22 (11:59 PM)</b>
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## Module 3 – Instructional Leadership and Teacher Evaluation and Support May 23 through May 29

<b>Discussion</b>  <b>May 25 (noon)</b>	<b>Assignment</b>  <b>May 29 (11:59 PM)</b>
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## Module 4 – Instructional Leadership for Meeting Differentiated Student Needs May 30 through June 5

<b>Discussion</b>  <b>June 1 (noon)</b>	<b>Assignment</b>  <b>June 5 (11:59 PM)</b>
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## Module 5 – Instructional Leadership with Technology June 6 through June 12

Candidate Disposition Report due by noon June 10<sup>th</sup>

<b>Discussion</b>  <b>June 8 (noon)</b>	<b>Assignment</b>  <b>June 12 (11:59 PM)</b>
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## Module 6 – Instructional Leadership with Data June 13 through June 19

<b>Discussion</b>	<b>Assignment</b>
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<b>June 15 (noon)</b>	<b>June 19 (11:59 PM)</b>
<b>Module 7 – Instructional Leadership and Professional Development</b> <u><b>June 20 through June 25</b></u> <b>Mini-Internship Log and Reflection are due any time June 24</b>	
<b>Discussion</b>	<b>Assignment</b>
<b>June 22 (noon)</b>	<b>June 25 (11:59 PM)</b>

Sample Syllabus

## Principal Certification in Texas – 268 Pillar and PASL Task Alignment

As noted in the email that informed candidates of their acceptance to the UT Permian Basin Masters in Educational Leadership program, not all students in this program are eligible for certification in Texas. In fact, if you are a student outside the state of Texas, you are almost certainly ineligible for certification in Texas. The information in this section of the syllabus is relevant to students who are eligible for and pursuing principal certification in Texas. It is not likely that this information would be relevant to certification ineligible students.

The table below illustrates focused program alignment with the 268 Pillars and the PASL submission Tasks.

**Principal as Instructional Leader  
Pillars and PASL Task Alignment Table**

<b>Pillar Addressed</b>	<b>Course</b>	<b>Course Title and Module Assignment Alignment*</b>	<b>PASL Activity Alignment*</b>
<ul style="list-style-type: none"> <li>School Vision and Culture</li> </ul>	EDLD 6368	Principalship/Module 5	
<ul style="list-style-type: none"> <li>Curriculum Alignment</li> </ul>	EDLD 6368	Principalship/Module 2	
<ul style="list-style-type: none"> <li>Data-Driven Instruction</li> </ul>	EDLD 6370 or EDLD 6371	Instructional Leadership/Module 6 AEL/Data Project	Task 3
<ul style="list-style-type: none"> <li>Communication with Stakeholders</li> </ul>	EDLD 6365	School Public Relations/Module 7	
<ul style="list-style-type: none"> <li>Strategic Problem-Solving</li> </ul>	EDLD 6392	Practicum/PIP	Tasks 1, 2, 3
<ul style="list-style-type: none"> <li>Hiring, Selection, and Retention</li> </ul>	EDLD 6369	School Human Resources Management/Modules 2 and 7	
<ul style="list-style-type: none"> <li>Observation and Feedback</li> </ul>	EDLD 6370 or EDLD 6372	Instructional Leadership/Module 3	

• Professional Development	EDLD 6369	School Human Resources Management/Module 4	Task 2
• Diversity and Equity	EDLD 6363	Administration of Special Programs/Module 2	

\* Many other courses, modules, and assignments are relevant to the 268 Pillars and the PASL Task submission requirements; however, specific activities are purposefully and strategically connected to Pillars and Tasks as noted in the table.

A few notes/highlights about UT Permian Basin Educational Leadership program assignments and PASL alignment:

- No assignment is a guaranteed match with all PASL submission requirements. Assignments may require more than the PASL rubric requires in some aspects and less in others. It is always the certification candidate's responsibility to comprehensively review the PASL rubrics to ensure any artifact collection and maintenance required for the PASL submission is completed. If a candidate for certification has any questions, it is always that candidate's responsibility to reach out to professors to ask those questions.
- Stated differently: While the alignment chart illustrates purposeful and intentional alignment with a given Task, completion of a given assignment may not lead to the development and organization of the comprehensive set of resources needed to meet the requirements for the aligned Task.
- Some of the assignments aligned to Task requirements are theoretical in the context of the course requirements. PASL Tasks must be executed to support the candidate's ability to meet PASL Task submission requirements. If the candidate does not carry a given assignment to completion in a course, application can occur during Practicum I or Practicum II.
- Principal as Instructional Leader certification candidates can find more information about the 268 exam and the PASL submission requirements at the respective following links:
  - 268: [http://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX268\\_PrepMaterials.html](http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_PrepMaterials.html)
  - PASL: <https://www.ets.org/ppa/test-takers/school-leaders/requirements/>