SYLLABUS (ONLINE BLENDED)
EDLD 5345-110 LEADERSHIP OF LEARNING SYSTEMS

FALL 2021

Instructor: Dr. Tam Jones

Associate Professor - Graduate Faculty
Department of Educational Leadership – College of Education
Texas A&M University-Central Texas
1001 Leadership Place, Killeen TX 76549

Email: tam.jones.@tamuct.e
Cell Phone: 512.626.4024

Department Phone: 252.519.5937
Department Fax: 254-519.5788
Office Hours: by appt or phone

INSTRUCTOR'S PERSONAL STATEMENT
Our schools function more efficiently when the principal, as an instructional leader, implements strong instructional planning and maintains a healthy balance between building management and instructional leadership. The principal should monitor the culture and atmosphere of the school while also monitoring and adjusting campus resources, collecting appropriate and valued assessment data, overseeing professional development, and collaborating closely with teachers and staff. Students and staff need a safe environment where they are all invited to share their ideas, take risks, collaborate with others, and maintain an ongoing "growth mindset." This is how we truly maximize learning and engagement. This continuous school improvement process will be the focus of our course. I look forward to learning with you.

MODE OF INSTRUCTIONAL DELIVERY
This course will use an online blended delivery mode with 15% of the learning in face-to-face Saturday class sessions and 85% in an online format through the TAMUCT Canvas Online Learning System. You will use your username and password communicated to you separately to log on to this system.

STUDENT-INSTRUCTOR INTERACTION
The face-to-face class sessions are scheduled to meet in Rooms 304 and 305 at TAMUCT Warrior Hall on the following Saturdays: August 28th, September 18th, October 16th, November 13th, and December 4, 2021 from 8:00 a.m. to 12:00 Noon. All other course activities will be completed through the Canvas system. Any changes in the schedule will be announced by message through the Canvas system, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available for virtual office hours by email (tam.jones@tamuct.edu) at any time should issues or questions arise. Emails will be returned in 24-48 hours. Face-to-face appointments may also be scheduled by email.

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by 911Cellular [https://www.tamuct.edu/police/911cellular.html] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Fall 2021 Return to Campus Plan. For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas Fall 2021 Return to Campus Plan [https://www.tamuct.edu/covid19/]

COURSE INFORMATION

COURSE DESCRIPTION

Catalog Description: Study learning systems in prek-12 schools. Learn to develop and implement coherent systems of curriculum, instruction, and assessment that are responsive to unique student needs, establish a culture of high expectations and continuous improvement for student learning, align academic standards across grade levels and subject areas, and ensure academic success and social-emotional well-being for each student. Prerequisite(s): Admission to program and approval of program coordinator.

The *purpose* of this course is to provide aspiring school leaders with the opportunity to effectively use research-based best practice in the development and use of curriculum, assessment, instruction, system planning and monitoring, and professional development – all in a continuous improvement framework for a variety of grade levels and subject areas found in PK-12 schools. Special emphasis will be on curriculum design, overseeing intervention programming, Response to Intervention (RTI), and decision making that links student developmental needs with high levels of learning and supporting teachers in the use of learning system processes. As a participant, each student will increase knowledge and skill concerning approach and strategy that strengthens relevant and focused student learning engagement in prek-12 schools. Specific resources used in the course for informing the student about the roles and responsibilities related to leadership of learning systems are the required texts, problem-based learning activities, interactions with peers/principal mentors/school stakeholders in the field, personal experience, and resources provided by the instructor. This course encourages participants to shape their thinking about curriculum, instruction, and assessment from a systems perspective.

COURSE LEARNING OBJECTIVES
- Anchor learning system processes to research-based best practices related to leading and learning.
- Effectively utilize learning system components – aligned and integrated curriculum, assessment for and of learning, mastery learning through effective instruction, and engaging professional development – to support high levels of student learning,
- Employ a continuous improvement approach to plan, implement, monitor, and evaluate the learning system.

STUDENT LEARNING OUTCOMES (WITH STATE STANDARDS ALIGNMENT)
Students will be able to:
1. Use research-based best practice that support a culture of high expectations for learning system components and processes. (standards B1, 4, 6, D1, 2)
2. Employ curriculum standards, curriculum management processes, data-informed decision making, and curriculum alignment and integration to develop, implement, and evaluate a rigorous and relevant curriculum system. (standards B4, 5, 6, 7, D6, F2, 4. 8)
3. Utilize a technically appropriate system of quality formative and summative assessment for and of learning to collect data, analyze results, monitor progress, and improve student instruction. (standards B3, 8, 10)
4. Adopt a mastery learning approach that utilizes models of effective instruction that are developmentally appropriate, culturally responsive, intellectually challenging, authentic related to student experiences, differentiated, personalized, and build on students' strengths. (standards B1, 2, 8, 9, D6, F7)
5. Engage in multiple methods to provide resources, monitor instruction, and organize a campus for learning using a continuous improvement systems approach. (standards B1, 3, D7-9, E1-4, F2, 4, 8)
6. Design effective professional learning experiences for faculty that focus on data-informed growth needs and exemplify expected classroom instruction. (standards B3, 9)

STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The six standards are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity.

This course is designed to focus specifically on the following Texas Principal Standards:

- ☐ Standard B Leading Learning (skill statements 1-11)
- ☐ Standard D Executive Leadership (skill statements 1, 2, 6, 7, 8, 9)
- ☐ Standard E Strategic Operations (skill statements 1-4)
- ☐ Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 7, 8)

(copy of standards in Canvas course Information Module)

Principal TExES 268/PASL domains/competencies
The following Principal TExES (268/PASL) domains and competencies from the certification test framework are emphasized in this course:

DOMAIN II LEADING LEARNING
- ☐ Competency 003 High Quality Instruction (skill statements A-E)
- ☐ Competency 004 Monitor and Assess Classroom Instruction (skill statements A-E)

DOMAIN III HUMAN CAPITAL
- ☐ Competency 005 Staff Evaluation and Supervision (skill statement E)

DOMAIN IV EXECUTIVE LEADERSHIP
- ☐ Competency 008 Organizational Collaboration & Change Management (skill statements A-D)

DOMAIN V STRATEGIC OPERATIONS
- ☐ Competency 009 Goals/Strategies Aligned with School Vision (skill statements B, C)

DOMAIN VI ETHICS, EQUITY, & DIVERSITY
- ☐ Competency 011 Ethical Leadership (skill statements B, C, D, E, F, H)

(copy of domains/competencies in Canvas course Information Module)

In addition the course will address the following nationally-recognized standards:

- ☐ *Professional Standards for Educational Leaders* (NPBEA)
  Standard 1 Mission, Vision, & Core Values (skill statement D)
  Standard 2 Ethics and Professional Norms (skill statements A-F)
  Standard 3 Equity & Cultural Responsiveness (skill statements E, H)
  Standard 4 Curriculum, Instruction, and Assessment (skill statements A, B, C, D, E, F, G)
  Standard 5 Community of Care & Support (skill statements A, B)
  Standard 9 Operations & Management (skill statements C)
  Standard 10 School Improvement (skill statements A-J)
  http://www.npbea.org

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating and sustaining a focused and engaging learning system. The following are required textbooks. Specific reading assignments are in this syllabus and on Canvas.

- Zemelman, S., Daniels, H. & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms (Fourth Edition).* Portsmouth, NH: Heinemann. (ISBN 978-0325043548)
- Love, Nancy B., K. Stiles, S. Mundry, and K. DiRanna. *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Inquiry.* Corwin, 2008. (9781412950015)

COURSE REQUIREMENTS

Grading Criteria Rubric and Conversion

A---90 to 100
B---80 to 89
C---70 to 79
D---60 to 69
F---0 to 59

Important Notes to Consider:

- Grading criteria for course assignments and assessments will be based on the assessment rubrics outlined in this syllabus.
- Students *must attend all In-Person/Web-Ex sessions AND complete and submit all assignments to be eligible for an A in the course.* Late assignments will only be accepted in rare circumstances.
- **In no case should materials be those submitted for/from another course; neither should the materials submitted be a collection of file materials**.
- Grades will be posted periodically in Canvas. The grades posted in the Canvas grade book are the unofficial grades. Official final grades are posted through Banner and the registrar's office.
- ***NOTE: Discussion comments and Assignments are DUE by Midnight on Sunday *of that week*!**

ASSIGNMENTS AND PROJECTS (ALIGNMENT WITH COURSE SLOS)

- Online Discussions, Activities, Virtual Classes (30 pts)
- Learning Systems & Collaborative Inquiry Evaluation (15 points)
- Best Practices - Professional Setting Analysis   (15 points)
- Principal's Instructional Leadership Exercise (5 pts)
- Professional e-portfolio collection (5 pts)
- School e-portfolio collection (10 pts)
- Mentor Reflections (5 pts)
- Fit2Lead Analysis/Plan (5 pts)

ASSIGNMENT DETAILS

On-Line Discussions, Activities, and Virtual Class Sessions (SLO# 1-4) **(40 pts)**
Each student will be responsible for participation in on-line discussions and activities (via Canvas) related to the following areas below. Discussions & Activities are each worth 5 points (see calendar):

- **Data Driven/Data Informed Approaches to Improving Learning**
  This dialogue will be based on the text, *The Data Coach's Guide to Improving Learning for ALL students,* as well as supplemental readings. This text will focus on the development and improvement of student learning. Response to Intervention (RTI) will also be discussed.

- **Best Practices in Teaching and Learning**
  Our conversations in Canvas will focus on the course text, *Best Practice: Bringing Standards to Life (4th Ed.),* as well as supplemental readings. Content areas will also be a direct focus.

COURSE REQUIREMENTS

Learning Systems & Collaborative Inquiry Evaluation (SLO# 1-6) **(15 points)**
This assessment is designed to determine the current reality of learning system components and RTI referral systems. Utilizing knowledge obtained from The Data Coach's Guide (standards 1-5, Love, et al, 2008), as well as supplemental readings and discussions related to Response to Intervention (RTI), students will:

Part I – Evaluate the process of collaborative inquiry in your current school setting utilizing the author's high-performing data table (see p. 19 of *Love's* text). Consider key questions about your current learning systems: *Where would I place my school in these seven areas, and why?* How are student learning problems identified? How is data used to improve learning? Does your current campus have systems or routines in place to help maintain ongoing data analysis for your staff? Complete a written product for Part I that will include a description of these areas. (2-3 pages)

Part II – Evaluate the RTI System on your campus, and describe how a student is referred, supported, and tracked in your school. What are the key processes and protocols for referring a student? Are your systems clear and relevant to your school setting? How are students monitored and tracked once they are placed in intervention programming? Complete a written product for Part II that will include a description of the RTI model and its implementation on your current campus. (1-3 pages)
(Assessment of learning: Systemic Decision Support Rubric – APA required)

Best Practices - Professional Setting Analysis (SLO# 1) **(15 points)**
The purpose of this learning assignment is to (1) synthesize what you have learned about best practices (Zemelman, 2012) and (2) apply that learning to your current professional setting. The assignment has two parts. Please complete both parts using the directions below.

Part I - Interview two educators at your current school about best practices. Develop interview questions to get ideas about Zemelman's big three clusters of principles: 1) student-centered schooling, 2) cognitive learning experiences, and 3) interactive classrooms (see cluster schematic, Zemelman, 2012, p.10). Stick to the big 3 clusters rather than adding the 11 principle descriptors (i.e. collaborative, constructivist, etc.) as you will want for them to include these as they see the need. A sample question might be, "Describe from your perspective the concept of student-centered schooling and its importance." *Note: interviews should only last 10-15 minutes. Summarize your interviews and highlight key takeaways in your analysis. (2-3 pages)

Part II - Use the data from the interviews as well as the knowledge that you have developed about best practices from Zemelman and other sources to make recommendations for learning practices in your current school. *Focus any recommendations on your specific content area.* How would you improve instructional practices in your grade level/department? How would you create better learning experiences for your students? As a future principal, what recommendations would you make to your current principal regarding best practices for learning? (1-3 pages)
(Assessment of learning: Systemic Decision Support Rubric – APA required)

Principal's Instructional Leadership Exercise (SLO# 1-4) **(5 Points)**
Each student will complete a School Principal Instructional Leadership Activity. This activity simulates student scenarios, campus instructional weaknesses, and campus-wide intervention concerns that will require the principal to evaluate and prioritize student learning. Each student will submit and be assessed on the organization, reasoning, and prioritization of tasks. This activity will be completed *during our In-Person Class Session on November 13th*.

Mentor Consultations/Reflections (SLO #1-6) **(5 points)**
Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. One mentor consultations will be facilitated by the student: set an agenda, set a meeting times and location, interview your principal using focusing questions (the

WHAT), make notes of the session (SO WHAT), and write reflections (NOW WHAT). The principal mentor consultation will align with specific e-learn focus areas that have just been completed and a look forward to the next e-learn focus.

(Assessment: reflection template)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS &PLANNING (SLO #1-6) **(5 points)**

Beginning in EDLD 5300, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective **FIT2LEAD** format, students will share their own "read" and that of their mentor principal as well as other colleagues related to the state principal standards studied in 5339 and 5345 during the semester. Additionally, the student, the mentor, and any other colleagues will assess discrete leadership skills using the ***SCHOOL LEADERSHIP COMPETENCY INVENTORY***. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward.

(Assessment: analysis & planning template completion)

Professional e-Portfolio Collection – Teaching & Learning Section Additions (SLO #1-6)   **(5 points)**

Expand your professional portfolio collection that you started in EDLD 5300 Foundations of Educational Leadership by developing the section for the concept **Teaching & Learning** (see your 5300 syllabus if you need a reminder about the portfolio). Write and include in your e-portfolio a one-page reflective anchoring essay about **Teaching & Learning** (related to principal standard #B/Leading Learning) just as you did for *Integrity* in EDLD 5300. APA style should be used as appropriate. Locate and include in your e-portfolio two artifacts and completed reflection forms showing evidence of your knowledge, skill, and values related to **Teaching & Learning** and principal standard #B/Leading Learning.

(Assessment: professional portfolio rubric)

School e-Portfolio Collection – Student Achievement Section Additions (SLO #1-6)   **(10 pts)**

Expand your School Portfolio collection case study started in EDLD 5301 Research in Educational Leadership by developing the **Student Achievement** section. Complete and include the following: the scored **Student Achievement** continuum (rubric rated by highlighting), the accompanying **Student Achievement** story based on current reality at your school (customize school portfolio writing template for **Student Achievement**), any items you find that are on the **Student Achievement** items list and support the current **Student Achievement** story, and any additional items that you have included to support the **Student Achievement** story.

(Assessment: school portfolio rubric)

EDLD 5345 Fall 2021
Course Outline and Calendar - *DRAFT Schedule*

<u>**Face-to-Face**</u> – Be prepared to attend class <u>in-person</u> on these days. *If necessary*, we will meet online via WebEx for these class sessions. This will require computer audio, camera, and microphone capabilities for students.
<u>**Online**</u> – We will have virtual discussions and assignment/activities throughout the week for all other participation in this course.

*NOTE: <u>Canvas Discussion comments and Assignments</u> are DUE by Midnight on Sunday *of that week*!

Date	Weekly Reading	Assignments & Activities	Assignment Due Dates
<u>Week 1</u> (8/23-8/29)	*Data Coach's Guide (Love/Stiles)* Chapters 1-3		**Class Meeting on Sat., *Aug 28***
<u>Week 2</u> (8/30-9/5)	*Supplemental Reading:* "RTI Implementation"	**Canvas Discussion (5 pts.)**	September 5
<u>Week 3</u> (9/6-9/12)	*Data Coach's Guide (Love/Stiles)* Chapters 4		September 12
<u>Week 4</u> (9/13-9/19)	*Data Coach's Guide (Love/Stiles)* Chapters 5-8	**Canvas Discussion (5 pts.)**	September 19
<u>Week 5</u> (9/20-9/26)	*Supplemental Reading:* "Leading Instructional Change"	**Learning Systems/Inquiry Evaluation DUE**	**Class Meeting on Sat., *Sept 18***
<u>Week 6</u> (9/27-10/3)	*Best Practices (Zemelman)* Chapters 1-2	**Canvas Discussion (5 pts.)**	October 3
<u>Week 7</u> (10/4-10/10)	*Best Practices (Zemelman)* Chapters 3-7 (*as directed)*		October 10
<u>Week 8</u> (10/11-10/17)	*Supplemental Reading:* "Best Practices in Ed. Leadership"	**Canvas Discussion (5 pts.)**	**Class Meeting on Sat., October 16**
<u>Week 9</u> (10/18-10/24)	*Best Practices (Zemelman)* Chapters 8-9	**Best Practices Analysis DUE**	October 24
<u>Week 10</u> (10/25-10/31)		**Canvas Discussion (5 pts.)**	October 31
<u>Week 11</u> (11/1-11/7)		**Mentor Reflection DUE**	November 7
<u>Week 12</u> (11/8-11/14)	*Supplemental Reading:* "The Best Instructional Leaders"	**Canvas Discussion (5 pts.)**	**Class Meeting on Sat., *Nov 13***
<u>Week 13</u> (11/15-11/21)	*No Reading Assignment –* Complete Course Projects	**Review of HQ Professional Development DUE**	November 21
<u>Week 14</u> (11/22-11/28)	*No Reading Assignment –* Complete Course Projects	**Professional e-Portfolio DUE**	November 28
<u>Week 15</u> (11/29-12/5)	*No Reading Assignment –* Complete Course Projects	**Fit2Lead DUE** **School e-Portfolio DUE**	**Class Meeting on Sat., December 4**
<u>Week 16</u> (12/6-12/12)	Grades Due, Course Feedback		December 12

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective	Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective	Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/c concepts, prior learning, current research and the field of practice	Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity	Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity	Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion	Introduction, body, and conclusion provide logical flow of ideas that engages reader	Product lacks structure and coherence to engage reader in a meaningful flow of ideas
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice	Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)	Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)	Not mechanically sound; four or more mechanical and/or formatting errors

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion	Introduction, body, and conclusion provide logical flow of ideas that engages audience	Product lacks structure and coherence to engage reader in a meaningful flow of ideas
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes &concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice	Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors	Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation	Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.

SYSTEMIC DECISION SUPPORT ASSESSMENT RUBRIC

	LEVEL FOUR=8 pts	LEVEL THREE=6 pts	LEVEL TWO=4 pts	LEVEL ONE=2 pts
DIMENSION I **Identification & Description of Issue or Need Creating Dissonance in the System**	Provides a coherent and detailed account of the issue creating dissonance in relation to a description of effective practice in the broader system; clearly establishes stakeholder role and impact.	Account of the issue in relation to a description of effective practice in the broader system provides a logical flow of thought while missing depth in coherence detail of description and; establishes stakeholder role and impact.	Account of issue and description of effective practice lack detail and structure, creating a less than meaningful flow of thought and a weak foundation for moving forward to diagnosis for planning; recognizes stakeholder role.	Minimal and general account of issue and little description of effective practice in the broader system; lacks clarity of issue or opportunity needed to move forward to diagnosis for planning; role of stakeholders not clear.
DIMENSION II **Analysis of Issue or Need and Possible Leverage Points in the System**	Consistently demonstrates an organized, logical, in-depth examination of multiple measures of data in the analysis of current reality related to the issue in the system; organized and succinct written diagnosis for planning including stakeholder roles.	Generally demonstrates an organized and logical examination of multiple measures of data in the analysis of current reality related to the issue in the system; organized written diagnosis that includes stakeholder roles and provides clarity for planning.	Some demonstration of use of multiple measures of data in the analysis of current reality related to the issue in the system; written diagnosis lacks clarity and depth related to the issue and stakeholder roles that is needed to move forward in the action planning process.	Demonstrates minimal use of multiple measures of data or a depth of understanding in the analysis of current reality related to the issue in the system; written diagnosis does not provide a clear path forward in development of an action plan.
DIMENSION III **Action Plan Development to Resolve Issue Dissonance in the System**	Unique and discerning use of the action planning process to include a research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, aligned supporting resources, and identified stakeholder roles.	Knowledgeable and clearly proficient use of the action planning process to include a research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, aligned supporting resources, and identified stakeholder roles.	Less than competent use of the action planning process; two or more planning process components lack depth: research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, supporting resources, stakeholder roles.	Minimal use of the action planning process; several planning process components lack depth: research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, supporting re--sources, stakeholder roles.
DIMENSION IV **Action Plan Implementation and Evaluation for Issue or Need in the System**	Provides a clear, meaning-ful, and data-informed process to monitor, adjust, and evaluate the action plan during and after implementation; focused data collection and analysis, opportunities for professional learning, and stakeholder collaboration are emphasized.	Provides an organized and data-informed process to monitor, adjust, and evaluate the action plan during and after implementation; data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides a general and understandable process to monitor, adjust, and evaluate the action plan during and after implementation; some data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides a process with little substance or substantiation to monitor, adjust, and evaluate the action plan during and after implementation; minimal data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.
DIMENSION V **Reflection of Decision Support Process for Issue Resolution and Improvement in the System**	Provides insightful, distinctive, and supported reflection of continuous improvement decision support process steps & outcomes: issue identifica-tion, grounded diagnosis, action planning, implemen-tation and evaluation, and stakeholder involvement; communicated effectively with use of appropriate format.	Provides thoughtful reflection including critical thought and assessment of continuous improvement decision support process steps & outcomes: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; communicated clearly with use of appropriate format.	Reveals minimal and shallow reflection and critical thought related to use of continuous improvement process steps for decision support: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; not communicated clearly with use of appropriate format.	Reveals little indication of reflective or critical thought related to use of continuous improvement process steps for decision support: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; not communicated clearly with use of appropriate format.

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO DEVELOPMENT

Area	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
Conceptual-ization	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
Coherence	Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative ideas.	Student's leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.	No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear.
Personal/ Professional Growth	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided learning and growth.	Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.	Portfolio demonstrates little evidence of reflection or critical through. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
Presentation	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are not mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connectedness between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract.

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

Area	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pt
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
COHERENCE	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps.
PRESENTA-TION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the TAMUCT Instructure Canvas learning management system.
Logon to TAMUCT Canvas [https://tamuct.instructure.com]
      Username: Your MyCT username
      (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the link on the TAMUCT Canvas logon page. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Your ability to access Canvas will affect your performance in this course. You should also have access to headphones and a microphone to be able to participate in any group activities that are held through the Canvas learning system.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system.
Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

    Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
      Email: helpdesk@tamu.edu
      Phone: (254) 519-5466
      Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY GUIDELINES AND SUPPORT

Drop Policy
Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal

chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at WH212 or (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important Information for Pregnant and/or Parenting Students.
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.
University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline at https://tamuct.mywconline.com/. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WCOnline at https://tamuct.mywconline.com/. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website
[http://tamuct.libguides.com/index].

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

A NOTE about POLICY STATEMENT Concerning Sexual Violence at TAMUCT:
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].
Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information
[https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.