University of North Texas at Dallas
Spring 2016
SYLLABUS

EDAD 5300-020
EDAD 5300D.090: Introduction to Educational Leadership   3Hrs

Department of	**Educational Administration**	**Division of**	**Teacher Education and Human Services**

Instructor Name:	Dr. Douglas Shouse
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Classroom Location:	Building 1 Room 236
Class Meeting Days & Times:	Tuesday 5:30-8:20 p.m. Hybrid

Course Catalog Description:	This course presents an overview of the requirements and standards of the Master's Degree in Educational Administration and the Principal's Certificate. Students participate in the Advancing Educational Leadership (AEL) training developed by the Texas Educational Agency. The goal of the training is to prepare future principals to be instructional leaders focused on student achievement. The course introduces a framework for school improvement that emphasizes collaboration, high expectations, ethical behavior, and continuous improvement. Upon successful completion of the course, students receive their AEL Certificate. In addition, students complete a degree/certification plan and learn about educational leadership course sequence, content, and requirements.

Required Text:	Woodrow, G. (2015). *The pyramid approach: A framework for raising student academic achievement*. New York: Rowman & Littlefield. Texas Education Agency, Advancing Educational Leadership: Participant Guide, 2015.

Recommended Text and References:	American Psychological Association. (2009). Publication Manual of the American Psychological Association (6 th Ed.). Washington, D.C.: Author. Other materials provided by instructor and in Blackboard

Access to Learning Resources:	
	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm Syllabus EDAD 5300D: Introduction to Educational Leadership (ILD) Page 2 UNT Dallas Bookstore: Location: 7300 University Hills Blvd., Dallas, TX 75241 Building 1 (north side of campus) / First Floor Phone: 972-780-3652 Fax: 972-780-3689 Email: 1012mgr@fheg.follett.com Website: untdallas.bkstr.com Texas Education Agency Website http://www.tea.state.tx.us/ Blackboard Learn https://learn.unt.edu ILD Online Region XIII https://ecampus.esc13.net/login.html Other ONLINE resources (TBA)

Course Goals or Overview:
The goals of this course provide the students an opportunity to learn and fully embrace the following key theoretical and practical concepts, beliefs and initiatives. They are as follows: • Develop effective strategies for reculturing schools and districts. • Learn about *collective instructional leadership.*

	- Define and understand the term research-based belief system. - Examine personal and group beliefs about change. - Define and learn how to overcome campus learning disabilities. - Understand how to foster a safe, caring, and trusting team culture. - Define and understand significance of the term closing the opportunity-to-learn cap. - Examine and understand the connection between organizational culture and learning. - Understand how to develop, implement, and monitor effective campus learning strategies that reflect data analysis. - Understand how to select and develop quality teachers who possess a research-based belief system. - Learn how to significantly increase all students' academic effort. - Understand how to build trust in professional learning communities and school-wide. - Examine alternatives to student retention. - Define and understand "bell curve" teaching. - Learn how to become an effect instructional coach. - Develop a course of study and degree/certification plan. - Develop and demonstrate academic scholarship knowledge and skills for successful graduate study.
	Learning Objectives/Outcomes At the conclusion of this course, the student will be able to… 1 Analyze the relationship between decisions made in a school and quality learning for all students. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008] 2 Evaluate strategies to support student achievement and create a vision that assures "Learning for All." [Aligns with Texas Principal Certificate Standards: Competency 001] 3 Illustrate systems thinking and implement systems thinking to make decisions. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008.] 4 Interpret the role of an instructional leader in supporting continuous improvement for the campus and individuals in the system. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008.] 5 Apply a framework of continuous improvement to a school organization and individuals in order to promote student success. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008.] 6 Differentiate four critical elements in understanding and making decisions about Teaching and Learning. [Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007.] 7 Evaluate, select, and implement best practices in curriculum, instruction, and assessment; Syllabus EDAD 5300D: Introduction to Advancing Educational Leadership (AEL). Page 3 supervision; professional development; communications and community partnerships; and organizational management. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007.] 8 Explain and apply skills and knowledge of the Principal's and Assistant Principal's role. [Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.] 9 Integrate knowledge of the AEL framework to future professional growth, prior knowledge, and real world experiences. [Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]

| | 10 Identify the course sequence and requirements for the Masters' degree in Educational Administration and the Principal's Certificate and use this knowledge to prepare a degree and/or certification plan. [Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]
 11 Apply high standards of written expression, oral expression, and collaborative skills. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 007.]
 12 Use American Psychological Association (APA) style and cite resources using APA style. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003.] |
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Course Outline
This schedule is subject to change by the instructor. Any changes to this schedule will be communicated
by the instructor in class or online. **See the Blackboard course for a full explanation of each week's
learning activities and topics.**

Course Calendar:	Lecture -- Activities – Online -- Discussion Topics
1/19/16 **Face-to-Face**	Introduction – Syllabus – Essay Assignment Group and Individual Assignments Debate Materials/Groups **Certification Information, Degree and Certification Planning**
1/26/16 **Face-to-Face**	Present and Discuss: Reflection Essays Discuss: Transformational Experience Conduct Debate: Nature vs. Nurture
2/2/16 **Face-to-Face**	**Culture of the Organization** Believing Activity Discuss Flipped Learning: Take It or Leave It School Leaders: Don't Let Your Teachers Lose Heart
2/9/16 **Online**	Words That Encourage It Takes a Culture Why Does the Public Hate Us
2/16/16 **Face-to-Face**	**School-Wide Instructional Strategies** Group Discussion/Activity Discuss: Mission Statements and Vision Statements **Home Assignment (Group Activity I)**
2/23/16 **Online**	How Do We Get There from Here Rethinking Student Discipline Replacing Punishment
3/1/16	**Develop a Research-Based Belief System** **Conduct Field Project** Discuss: New Heroes in Teaching Group Activity I (In Class)
3/8/16 **Online**	How to Motivate Beliefs Matter Positive Mindset May Prime Students
3/15/16	Spring Break
3/22/16	**Increase All Students' Efforts** **All Students Achieve at High Levels**

Face-to-Face	Present Field Project
	Discuss: What is the Future of Learning Walks
	Group Activity II
3/29/16 **Online**	How We Know Collaboration Works
	Principal Connection
	Positive Mindset
4/5/16 **Online**	High Impact Leadership
	What Does Instructional Leadership Mean
4/12/16 **Online**	The Widening Income Achievement Gap
	Marzano Identified Responsibilities of School Leaders
4/19/16 **Online**	Complete Research Paper
	Professional Writing - APA formatting
4/26/16 **Face-to-Face**	Advancing Educational Leadership
5/3/16 **Face-to-Face**	Advancing Educational Leadership
	Turn in Research Paper **(submit online)**
	Final Exam (The Pyramid Approach)

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Attendance and Participation:
During face-to-face and online, students are expected to be prepared for discussions and questions related to the assigned information. Regular and prompt class attendance and active class participation are required in order to meet the requirements of this course. Instructional methods utilized in this course include class discussions, lectures, **online**, group discussions, final exam and oral presentations.

In order to receive the AEL certificate, you must attend all of the sessions of the course. Requirements of the Texas Education Agency do not permit awarding the certificate to anyone who has missed any part of the training. The AEL certificate is the prerequisite for certification in the Texas Teacher Evaluation and Support System, or T-TESS. Following verification that you have completed the required AEL training and paid the $75 certificate fee to the financial services office, you may apply for your AEL certificate from the Educational Service Center (ESC) Region 13 website. Instructions on how to retrieve your AEL certificate will be provided in class.
You may be asked to do extra reading or visit websites related to the AEL assignments.

Reflection Essay
If there are two phrases that are ubiquitous in the education lexicon, these are they: "I have high expectations and **all** children can learn." As an educator, develop an essay describing what these phrases mean to you. It should be no longer than three double spaced typed pages. The paper will be presented orally in class. The essay must include a discussion of the following:
  ➢ Define high expectations.
  ➢ In the context of schooling, define what the phrase "all children" means to you.
  ➢ Now, reflect upon your professional practice and discuss how it is congruent with previously stated definition.
  ➢ The strength of this assignment is contingent upon students' **candor**; hence, there will be no right or wrong answers (political correctness will be frowned upon).
  ➢ Class should be prepared to interact as assignment is presented.

Class Project:

Each student is expected to present and lead a class discussion regarding the central focus of identified topics. The presentation should be delivered by utilizing PowerPoint. Copies should be made available to all members of the class. **Personal experiences and observations should be shared during the presentation as well as perceived challenges and solutions.**

Course Project:
Students are expected to maintain a course portfolio. The course portfolio is intended to be a resource document that facilitates best practices in education reform and leadership. This document should contain notes from lectures, guest speakers and class handouts as well as discussion notes from activities completed in class.

Online Class Assignments:
Students will sign in prior to our second class meeting and respond to an introduction prompt. At least one class meeting will take place online. Assignments and discussions are located within each Learning Module under Course Tools. Expectations and assignments will be delineated online. Students will have a week to participate. Assignments must be submitted during the week designated in syllabus. The syllabus is located on blackboard. There are six assignments worth 20 points each and six discussions worth 15 points each. The face-to-face activities total 90 points.

Professional Paper (Review of Literature):
Students will develop a professional paper (APA style) regarding critical issues in school reform.
The body of the paper should be five or six pages (double-spaced) in length. A copy of the paper will be submitted to the instructor. Highlights of the paper will be presented orally in class and handouts made available to all students. Students are expected to demonstrate the applicability of their research findings on school campuses and how those same findings impact school transformation. **Review course goals before preparing your paper.** All topics must have approval of the instructor prior to development. Papers submitted for previous courses will not be accepted. The paper should have the following sections:

A. The problem or issue: A description of the leadership problem/issue and why it is important for your school, or schools in general, to address.
B. A literature review: A discussion of the research and important ideas about this issue/ problem. Include recent research and writing.
class. Research should be within the last 10 years (unless citing foundational research for the topic which can be older) and at least seven sources must be cited.
C. How this problem affects or is affected by other systems and aspects of systems: the school district as a whole, government, families, etc. You will use some information from your literature review and from your own experience
D. Relationship of the problem and your recommendations to concepts of ethics, integrity, and fairness.
E. A conclusion and recommendations: At the end of the paper, summarize and make recommendations for your school or schools in general and tell how you plan to apply this information.
F. Your paper will be presented in class and posted in the assignment section of Blackboard.

Use American Psychological Association (APA—6 th edition) style for the paper, include an abstract, and provide a reference list with at least seven sources. The paper must demonstrate the highest standards of written expression. Use APA Style consistently in this paper. Be sure you apply the requirements of APA carefully. You may use the websites below in addition to the APA Manual (6 th ed.) to ensure that you use APA correctly. In addition to the content of your paper, you will be graded on the use of APA, grammar, punctuation, and flow as well as for your synthesis of the sources and analysis of the relevant importance to educational leadership.

APA Style Guides http://owl.english.purdue.edu/owl/resource/560/01/
http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796 John Daniels Tutorial: http://www.unt.edu/unt-dallas/campuslife/tutor.htm

Field Assignments:
Two brief field assignments will be completed in this course. Details of the assignments will be delineated in class. Essentially each student will be expected to (1) solicit feedback from grade level or PLC team members regarding a

specific question and (2) interview colleagues on campus regarding two educational concepts. The results of your finding will be shared and discussed in class. A written copy of findings will be presented to the instructor.

Final Exam:
Student will be required to complete a comprehensive essay exam.

Course Grading:
Course materials must be submitted on time to receive full credit. The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required.
General criteria for evaluating student work are:
1. Construction of Knowledge: Students successfully interpret, analyze, evaluate, or synthesize information.
2. Depth of Understanding: Student understanding of course content and themes is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
3. Connection to Practice: Students successfully connect course content to practice and their specific context. They explore implications that create value and significance for knowledge.

Face-to-Face	
Class Project	20
Reflection Essay	15
Review of Literature	15
Course Project (Portfolio)	10
Field Project	15
Final Exam	15
Online	
Assignments (7)	120
Discussions (7)	90
Total Points	300

Grading Legend:
270 – 300 = A
240 - 269 = B
210 - 239 = C
180 - 209 = D
Below 180 = F

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.