

University of North Texas at Dallas
Fall 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. George Woodrow		
Email Address:	george.woodrow@untdallas.edu		
Phone	214-460-3875		
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). <i>The pyramid approach: A framework for raising student academic achievement</i> . New York: Rowman & Littlefield. Texas Education Agency, Advancing Educational Leadership: Participant Guide, 2015.		
Recommended Text and References:	American Psychological Association. (2009). <i>Publication Manual of the American Psychological Association</i> (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@fhcg.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: <ul style="list-style-type: none"> • Develop effective strategies for reculturing schools and districts. • Learn about <i>collective instructional leadership</i>. 		

- 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 effective 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; 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.]

	<p>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.]</p> <p>11 Apply high standards of written expression, oral expression, and collaborative skills. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 007.]</p> <p>12 Use American Psychological Association (APA) style and cite resources using APA style. [Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003.]</p>

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

Week 1 Face-to-Face	Introduction – Syllabus – Essay Assignment Group and Individual Assignments Debate Materials/Groups Advancing Educational Leadership Certification Information, Degree and Certification Planning
Week 2 Face-to-Face	Present and Discuss: Reflection Essays Discuss: Transformational Experience Conduct Debate: Nature vs. Nurture Advancing Educational Leadership
Week 3 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
Week 4 Face-to-Face	School-Wide Instructional Strategies Group Discussion/Activity Discuss: Mission Statements and Vision Statements Home Assignment (Group Activity I)
Week 5 Face-to-Face	Develop a Research-Based Belief System Conduct Field Project Discuss: New Heroes in Teaching Group Activity I (In Class)
Week 6 Face-to-Face	Increase All Students' Efforts All Students Achieve at High Levels Present Field Project Discuss: What is the Future of Learning Walks Group Activity II
Week 7 Face-to-Face	Advancing Educational Leadership
Week 8 Online	Rethinking Student Discipline and Zero Tolerance.docx Can Restorative Justice Keep Schools Safe Replacing punishment with talking circles How We Know Collaboration Works Principal Connection <input type="checkbox"/> true
Week 9 Face-to-Face	Advancing Educational Leadership
Week 10	How Great Leaders Inspire Action

Online	Interdependent Recognition Gap
Week 11 Face-to-Face	Advancing Educational Leadership
Week 12 Online	High Impact Leadership Positive Mindset May Prime Students
Week 13 Face-to-Face	Advancing Educational Leadership
Week 14 Online	The Widening Income Achievement Gap Marzano Identified Responsibilities of School Leaders Complete Research Paper Professional Writing - APA Formatting
Week 15 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. **Online assignments and discussions are due on each Sunday by midnight following the week that they were made available.** There are four assignments worth 10 points each and 4 discussions worth 10 points each. The face-to-face activities total 120 points equaling a total of 200 points for the final grade.

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	40
Reflection Essay	15
Review of Literature	25
Course Project (Portfolio)	10
Field Project	15
Final Exam	15
Online	
Assignments (4 x 10)	40
Discussions (4 x 10)	40
Total Points	200

Grading Legend:

180 – 200 = A
 160 - 179 = B
 140 - 159 = C
 120 - 139 = D
 Below 120 = F

University Policies and Procedures**Students with Disabilities (ADA Compliance):**

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untdallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. 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 Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publicbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

