EDLE 5319 – 502: Instructional Leadership
Course Syllabus
Summer 1, 2023

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Course Time & Location: Online
Office Hours: online and by phone
Credits: 3
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When communicating by e-mail, please use the e-mail within D2L. In most cases, you can expect a response within 24 hours. You can also communicate by phone/text and in most cases, you can expect a response within 2-4 hours. If you choose to communicate by text, please include your name.

Prerequisites: Admission into the Principal Preparation Program

I. Course Description:

EDLE 5319 Instructional Leadership:

This course focuses on developing the knowledge and skills required to create and sustain a learner-centered school with an emphasis on the professional learning community. Central to this focus is the understanding of the role of the principal as an instructional leader who creates a collaborative culture with a shared vision where shared decision making flourishes. The course includes an in-depth study of the following topics: needs assessment, campus planning, supervision and evaluation, quality instruction, and professional development. Additionally, students learn to locate, analyze and utilize TEA data reports.
**Course Modality**

This is an online course. All content is delivered through Brightspace D2L (Desire2Learn).

**Practicum (20 hours):**

A minimum of 20 hours of practicum experiences are required for this class. A crucial part of the practicum experience is to be engaged in as many relevant and meaningful campus activities as possible. Each experience should reflect an area related to the ELCC Standards and Texas Principal Standards. No more than 3 hours may be spent on any one activity. The activities you will complete are prescribed within the course. Failure to complete the practicum hours, document site supervisor approval, and upload required documents to LiveText will result in a final grade of F for the course.

**Time Requirements:**

EDLE 5319 (Instructional Leadership - 3 credits; fully online) spans 8 weeks or the Summer session equivalent. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least **six hours per week**. Readings and videos are woven into the content to support key concepts. In addition, students are required to read assigned chapters in course textbooks, complete quizzes over the course content, and complete multiple assignments that evaluate their growing knowledge of the instructional leadership. **For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. There are 20 hours of on-site applied practicum activities.**

**Diversity Statement of the James I Perkins College of Education:**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**II. Intended Learning Outcomes/Goals/Objectives:**

**Program Learning Outcomes:**

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of basic principles and foundations of school leadership.

3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.

4. The student will demonstrate and apply leadership skills through school-level practicum experiences.

5. The student will demonstrate building level leadership skills in supporting P-12 student learning within a school.

6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships

**Student Learning Outcomes:**

1. Students will complete 20 practicum hours with a focus on quality instruction, professional development, campus planning, results/data, professional learning communities, and team building. (PLO 1,2,3,4,5)

2. Students will develop skills at consensus building, team-building, collaboration, and site-based decision making. (PLO 1,2,3,4,5)

3. Students will develop skills in the disaggregation and use of data as a tool for campus improvement and development of a campus. (PLO 1,2,3,4,5)

4. Students will examine models for professional staff development and understand the role of the principal in implementing professional staff development. (PLO 1,2,3,4,5)

5. Students will acquire skills in establishing a Professional Learning Community. (PLO 1,2,3,4,5)

**Upon completion of this course, the major topics that will have been addressed are:**

- Quality instruction (characteristics, best practices, evaluating)
- Site based decision making.
- Campus planning and implementation based on disaggregation and analysis of data
- Supervision and evaluation
- Principal’s role in professional development
- Impact of the principal as the instructional leader

**ELCC Standards that guide this course and all courses taught include:**
**Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

**Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

**Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

**Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

**Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school.
environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor (site supervisor).

**Texas Principal Standards: Texas Education Code, §21.3541**

1. Standard 1—Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

2. Standard 2—Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

3. Standard 3—Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

4. Standard 4—School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

5. Standard 5—Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

6. Standard 6 – Ethics, Equite and Diversity. The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

III. Required Texts


*Note: You may already have the books below as they were required for EDLE 5316 and EDLE 5365.*


IV. LiveText Account

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. The email will be from support@watermarkinsights.com

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

V. Evaluation and Assessments (Grading):

In order to be effective educators, the faculty of SFASU’s College of Education has identified six values that lead to successful patterns of behavior and attitudes. Written work and presentations will not receive full credit without the following ideas present: academic excellence through critical, reflective, and creative thinking, life-long learning, collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community.

A = 90+% of available points
B = 80+% of available points
C = 70+% of available points
D = 60+% of available points
F = less than 60% of available points

Important notes about grades:

- All assignments must be completed to receive an A in the course.
- Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 72.
- Failure to complete, document, and obtain site supervisor approval of the required Practicum hours, including uploading the required forms to LiveText, will result in a final grade of “F.”
- Failure to complete the Pillar Assignments, Candidate Observation, and LiveText submissions will result in a final grade of “F.”

VI. Tentative Course Outline/Calendar: See the next page.
<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Assignment Type</th>
<th>Points</th>
<th>Due Date</th>
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<tr>
<td>This is Me! Post &amp; Discussion*</td>
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<td>5/31-6/2</td>
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<tr>
<td>Instructional Leadership What/Why Post &amp; Discussion*</td>
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<td>Improving Instruction Post &amp; Discussion*</td>
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<td>Campus Plan Checklist</td>
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<td>SMART Goal Post &amp; Discussion *</td>
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<td>Practicum Log, Site Supervisor Form</td>
<td>Dropbox &amp; LiveText</td>
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<tr>
<td>So What? Reflection</td>
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<td>6/30</td>
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* Discussion posts are due on the first date. Replies on the second date.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a
repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

Mental Health Resources

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

SFASU Counseling Services
www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet)
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

A complete list of mental health resources for students can be found at: https://www.sfasu.edu/thehub

More information about student wellness and support options can be found on the Health and Wellness hub (https://sfasu.edu/thehub) and the Lumberjacks Wellness Network (https://www.sfasu.edu/lwn).
**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

**IX. Certification and Licensing Requirements**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
Additional Resources:


The Video Journal of Education Vol. II no.4 Managing change.

The Video Journal of Education Vol. II no.7 Transformational leadership.

