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 QClassroom 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.

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. (PL0 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. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments
Assignments are embedded into the content of the course within each module. Specific due dates and points for each assignment can be found in these sections below. As a principal, you will need to organize your time and plan your activities. In this course you will be expected to organize your work and develop timelines to complete all activities and other requirements by the assigned due dates and prior to the end of the course.

Please refer to dropbox for exact details about the assignments below.

IV. 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.
<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Assignment Type</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is Me! Post</td>
<td>Discussion Board</td>
<td>5</td>
<td>3/20</td>
</tr>
<tr>
<td>Instructional Leadership What/Why Post &amp; Discussion</td>
<td>Discussion Board</td>
<td>15</td>
<td>3/22</td>
</tr>
<tr>
<td>Improving Instruction Post &amp; Discussion</td>
<td>Discussion Board</td>
<td>15</td>
<td>3/24</td>
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<tr>
<td>Professional Development Part 1</td>
<td>Dropbox</td>
<td>20</td>
<td>3/26</td>
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<tr>
<td>Observation Pre-Conference</td>
<td>Zoom</td>
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<td>TBA</td>
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<tr>
<td>Professional Development Part 2</td>
<td>Dropbox</td>
<td>15</td>
<td>3/28</td>
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<tr>
<td>Supervisory Style Inventory Reflection</td>
<td>Dropbox</td>
<td>15</td>
<td>3/31</td>
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<tr>
<td>Supervisory Style Training Memo</td>
<td>Dropbox</td>
<td>25</td>
<td>4/2</td>
</tr>
<tr>
<td>Delivering Effective Feedback Post &amp; Discussion</td>
<td>Discussions</td>
<td>15</td>
<td>4/4</td>
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<tr>
<td>ELA/Health/Math Walkthroughs</td>
<td>Dropbox</td>
<td>45</td>
<td>4/8</td>
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<tr>
<td>Walkthrough Forms, Teacher Observations and Feedback – Part 1</td>
<td>Dropbox</td>
<td>30</td>
<td>4/12</td>
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<tr>
<td>Walkthrough Forms, Teacher Observations and Feedback – Part 2</td>
<td>Dropbox</td>
<td>20</td>
<td>4/15</td>
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<tr>
<td>EDLE 5319 Candidate Obs. 1 Form</td>
<td>Dropbox</td>
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<td>4/17- This is a placeholder date. Will be explained in Zoom.</td>
</tr>
<tr>
<td>Observation Post-Conference</td>
<td>Zoom/QClassroom</td>
<td>-</td>
<td>TBA</td>
</tr>
<tr>
<td>Pillar 6: Observation and Feedback</td>
<td>Dropbox &amp; QClassroom</td>
<td>50</td>
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<tr>
<td>Locating TEA Reports</td>
<td>Dropbox</td>
<td>10</td>
<td>4/21</td>
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<tr>
<td>CNA Questions</td>
<td>Dropbox</td>
<td>20</td>
<td>4/24</td>
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<tr>
<td>SBDM Quiz</td>
<td>Quizzes</td>
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<td>4/26</td>
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<tr>
<td>Campus Plan Checklist</td>
<td>Dropbox</td>
<td>20</td>
<td>4/29</td>
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<tr>
<td>SMART Goal Post &amp; Discussion</td>
<td>Discussion Board</td>
<td>15</td>
<td>5/1</td>
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<tr>
<td>Certification Testing</td>
<td>Quiz</td>
<td>10</td>
<td>5/2</td>
</tr>
<tr>
<td>Pillar 9: Campus Plan</td>
<td>Dropbox &amp; QClassroom</td>
<td>50</td>
<td>5/6</td>
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Pillar assignments, Practicum activities (built into assignments), and all components of the Candidate Observation are required to receive credit for this course.

**Important notes about grades:**

- All assignments must be completed to receive an A in the course.
- Failure to complete, document, and obtain site supervisor approval of the required Practicum hours, including uploading the required forms to QClassroom, will result in a final grade of “F.”
- Failure to complete the Pillar Assignments, Candidate Observation, and QClassroom submissions will result in a final grade of “F.”

V. Tentative Course Outline/Calendar:

The course outline is found in the D2L material.

**A.** Each student in this course is expected to take an active part in the discussion pieces as well as complete all assignments in a timely manner.

**B.** Should a medical emergency or death in the family occur, it is the responsibility of the student to immediately notify the professor.

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VI. Required Texts/Sources

You may already have the next 2 books as they were required for EDLE 5316 and EDLE 5365.


**QClassroom Statement:** (only add if you have QClassroom assignments or TimeLog Hours) This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

**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 Policy**

**Institutional Absences (HOP 04-110)**

*Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.*

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.
Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity** (In addition, you may include your guidelines for academic integrity as appropriate).

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.*

- **The Code of Student Conduct and Academic Integrity (HOP 04-106)** outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original
source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

Ordinarilly, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  
  ***Other SFA policy information is found in the Handbook of Operating***
IX: Resources

- On-campus Resources:
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://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](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - The Health and Wellness Hub “The Hub”
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
        - Alcohol and Other Drug Education
      - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
      - 936.468.4008
      - thehub@sfasu.edu
  - Crisis Resources:
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation:

- **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.

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

  - 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.

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

XI: Other Relevant Course Information: