

TEXAS CHRISTIAN UNIVERSITY
College of Education

SYLLABUS

EDLE 60043: INSTRUCTIONAL LEADERSHIP A: CURRICULUM, INSTRUCTION, & ASSESSMENT
Fall 2021

GENERAL COURSE INFORMATION

Class Schedule: Mondays 5:30-8:20pm
August 23 – December 13, 2021
Rickel 043 (Rickel is attached to the Rec Center, fyi)

Faculty: Dr. Jo Beth Jimerson
Palko 336, College of Education
817-257-6777 (Office)
[REDACTED] (Cell) Please call or text prior to 6pm unless there is an emergency (I am not sure what might constitute a course-related emergency...). Text only between hours of 9am and 6pm, and include your name with the text. Do NOT use texts for issues that require lengthy questions or explanations—use email for those items. I will respond to emails within 24 hours unless the email is sent after 5pm on Friday, in which case I will respond by noon Monday.
j.jimerson@tcu.edu
[REDACTED]

Office Hours: Wednesdays 1-4
M-F by appointment (all in person or via Zoom; see guidelines below)

- Appointment guidelines:**
1. If you are vaccinated, we can meet in person (I'll still wear a mask for the time being, but whether you do is up to you). (Obviously this is subject to any new directives!)
 2. If you are not vaccinated, we can still meet in person, but you will need to wear a mask (as will I) or we will need to meet outside and socially distance.
 3. If you are not vaccinated **AND** do not wish to wear a mask, and you are also not willing to meet outside, please contact me to set up a meeting via Zoom.
 4. If anyone, vaxxed or not, feels more comfortable wearing a mask, please do; I will wear one more often than not, this fall, when indoors with others! 😊

GAs: [REDACTED]

Final Exam Date: Final paper due by 10pm, Dec. 15

Textbooks & Readings:

REQUIRED TEXTS:

- Hammond, Z. (2014). *Culturally-responsive teaching and the brain*. Corwin.
Jimerson, J.B. & Quebec Fuentes, S. (Eds.) (2018). *Instructional leadership in the content areas: Case studies for leading curriculum and instruction*. Routledge.*
Marzano, R.J. (2017). *New art & science of teaching*. Solution Tree.**
Wiliam, D. (2018). *Embedded formative assessment* (2nd edition). *Solution Tree*.**

RECOMMENDED TEXTS (These are mainly used in conjunction with selected cases out of the Jimerson & Quebec Fuentes text):

Theoharis, G., & Brooks, J.S. (2012). *What every principal needs to know to create equitable and excellent schools*. Teachers College Press.**

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms* (4th edition). Heinemann.*

*Book is available in TCU Library (print version)

**Book is available as eBook (full text online) in TCU Library

Note: Each week, we may supplement the required texts with various articles and readings. These are noted in the syllabus and, when possible, will be posted in .pdf form through TCU Online.

Important Note for the 2021-2022 School Year

Campus Life and the Student Experience

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

Prerequisites for this course: Admission to a TCU College of Education Graduate Program. If not admitted to a graduate program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling.

Course Description: This course will teach theories of learning derived from philosophy, psychology and cognitive, neuroscience, and educational research. Students will learn how to use models of learning derived from these theories and how to develop effective curriculum and assessments. Additionally, students will learn how to lead the curriculum process: design, development, implementation and evaluation.

Course Purpose: The purpose of this course is to provide students with a thorough grounding in instructional leadership with an emphasis on broadening knowledge related to learning theories, standards and content in common teaching fields, and concepts critical to leading instructional improvement efforts with individual teachers as well as at the campus level. Students will build knowledge related to assessment, common teaching practices, and avenues for developing and deepening leadership content knowledge. Students will also develop understanding of how these theories and practices intersect with the expectations for teachers and principals in

the state of Texas, as outlined in T-TESS and T-PESS structures and documents as well as in the Texas Principal Standards.

Course Learning Objectives

- Articulate the evidence-based ways principals influence teaching and student learning. (weekly reflective briefs)
- Produce written analyses of concepts related to the evidence base as related to teacher quality (practices & dispositions. (weekly reflective briefs)
- Leverage the evidence base on curriculum, instruction, and assessment to assess practices observed in classrooms and to identify areas of teacher strength and opportunities for growth. (weekly reflective briefs)
- Produce advanced written analysis of the evidence base for high-leverage teaching practices. (midterm & final)
- Produce advanced written analysis of the requisite knowledge, skills, and dispositions of the effective instructional leader. (midterm & final)
- Demonstrate deepening knowledge of leadership content knowledge as related to a vertical collection of cases where the student shares commonality with the focal content area, and as related to a vertical collection of cases where the focal content area is unfamiliar to the student (PLN participation & presentations)
- Delineate challenge to digital literacy and digital citizenship, and outline 2-3 strategies leaders can take to support growth in both amongst students and staff (final class discussion/weekly reflective brief)
- Identify core issues and misconceptions related to identification processes and the provision of services for students with dyslexia (Dyslexia training certificate)
- Demonstrate verbal presentation skills applicable to a professional context. (PLN presentations of case analyses #1-#6)

Standards Required for the Principal Certificate (\$241.15)

The *Standards Required for the Principal Certificate* are included as an appendix to this syllabus. Standards that are introduced or reinforced through this course are highlighted in green.

Program Objectives

The TCU Educational Leadership Program is committed to the development of five overarching leadership themes. This course will address each through the following topics:

Ensure the Effectiveness and Coherence of the Instructional Program of Your Institution

- Students will analyze and use a variety of data to determine what practices are working as intended and what practices (organizational as well as instructional) are in need of adjustment.

Create an Organization with Greater Capacity, Coherence and Responsiveness

- Students will be able to lead those they supervise in building data literacy and in building capacity for using a range of data to inform classroom practice and campus decision-making.

Grow the Human and Social Capital of Your Institution

- Students will gain skill in using a variety of data to direct their own actions and professional learning as practicing administrators.
- Students will gain skill in leading teachers and students to engage in the use of data to drive their own learning, respectively.

Enhance Relationships between Your Organization and the Community

- Students will explore the relationship between building a trusting, non-threatening culture of inquiry and the effective use of data.
- Students will learn key elements of building a trusting culture that enables robust data use at multiple levels (e.g., with students, in a classroom, among teams of teachers, and across a campus)

Effectively Use Data & Evaluation to Enhance the Quality of People, Programs and Learning

- Students will engage in the use of data and evaluation techniques to inform campus planning, in terms of state-required “Site-Based Planning” structures.
- Students will create data-informed plans of action for problems in their respective contexts.

Alignment to Educational Leadership Standards: While each course addresses numerous elements of both the 2015 Professional Standards for Educational Leaders (PSEL) and the standards set forth in the Texas Education Code for school leaders this course specifically addresses a few of these standards in greater depth.

PSEL Standards of Focus

- Standard 2. Ethics and Professional Norms (Ethical engagement by school leaders and personnel, both in relation to one another and with students.)
- Standard 3. Equity and Cultural Responsiveness (Using evidence-based practices to support student learning, including but not limited to culturally-responsive pedagogical approaches.)
- Standard 4. Curriculum, Instruction, and Assessment (Use evidence-based practices in conjunction with assessment data—appropriately to monitor student progress in relation to instructional and curricular decision-making and to improve instruction.)
- Standard 6. Professional Capacity of School Personnel. (Develop plan to increase depth and breadth of leadership content knowledge; address teachers’ needs by working collaboratively to identify areas for professional learning and development.)
- Standard 7. Professional Community for Teachers and Staff. (Foster a nonthreatening climate of inquiry and learning in which professional learning related to curriculum, instruction, and assessment is a constructive enterprise).
- Standard 8. Meaningful Engagement of Families and Community. (Develop the knowledge and skills needed to engage students, families, and the broader community in ways that communicate and clarify approaches and rationales related to instructional choices (i.e., curriculum, pedagogy, assessment.)
- Standard 10. School Improvement. (Apply research-based practices to examine the ways in which learning is supported through a cohesive instructional program, from development of learning goals aligned with disciplinary standards to resource and pedagogical choices to assessment of learning).

Teaching Philosophy & Instructional Methods: The more we are invested in the learning process (individually and collaboratively), the more we can take from it. Classes include lecture, presentation, collaborative work, and project workshops.

Expectations of Students: Because active engagement is critical to what we do here, students are expected to attend regularly and to be on time and prepared for class (i.e., having read and taken notes on any assigned readings). Students are expected to be active participants, considerate and open-minded listeners, and respectful of the learning process. Because we live in an age of technology-assisted learning, computers are welcome in class. However, when a class member is giving a presentation, or we are engaged in dialogue, activity on devices should be minimized. Use your tools for learning without being disrespectful or disengaged to/with others. **When in doubt, the standard should be: What behavior(s) would you expect of the teachers and other professionals in your respective contexts when they are participating in an important meeting?**

Remember—what you do either enriches or diminishes not only your own learning experience, but the experience of those around you. Please make wise and considerate choices.

COURSE POLICIES AND REQUIREMENTS

1. **Attendance/Participation:** Students are expected to attend every class and to be on time for class. Students are expected to come prepared to participate by having read all assignments and having taken appropriate notes on items for that week, and to bring any homework or assignments with them to class. In the event you have to be late or miss class, you are expected to contact Dr. Jimerson

as soon as possible via email. If you must be absent, it is your responsibility to make contact with other students to catch up on missed assignments or discussion.

If absent, a student is still responsible for turning in any assignments at the originally scheduled time. If more time is needed, students are expected to contact Dr. Jimerson before the due date to work toward a resolution.

Everyone is allotted one “no excuse needed absence” without penalty. A second absence, without notice or viable excuse, will result in a reduction of the final average by 2% (ex-a 94% average become a 92%). A third and fourth absence (and beyond) will result in a reduction of 3% of the final grade per absence. (Ex-a student with a 95% final average and four absences would end up with a final average of 95-2-3-3, or 87%). If a fifth absence occurs, the student will be required to meet with the professor and should consider dropping the course and reattempting during a semester in which attendance is more feasible.

2. **TEXAS EDUCATORS CODE OF ETHICS:** In addition to following the TCU Code of Student Conduct, you will also be expected to follow the Texas Educators Code of Ethics throughout your time in this class as well as throughout your time as a professional educator. Information about the Educators Code of Ethics is provided as an appendix to this syllabus.
3. **Submission of assignments:** Assignments should generally be turned in electronically. The 3-2-1-*PLUS* weekly assignments should be turned in physically if at all possible. I do not set up submission boxes on TCU Online; Work/assignments should be emailed to me directly at j.jimerson@tcu.edu. Work should be submitted so that it is received by the deadline printed in the syllabus. If you do not receive an email from Dr. Jimerson within 24 hours (unless the submission is made on a Friday, of course), please verify with me that the communication of the assignment was actually received.
4. **Late work:** Unless there is a documented emergency, I will not typically accept work over one week late without the student making arrangements with me in advance. Work that is late at all is subject to grading penalties (2% of the total possible points for that assignment per day late). Unless there is a documented emergency, I will not accept ANY work late once we move into the final month of a semester (May or December) or the final week of a summer course. In a similar vein, I do not typically give “incomplete” grades unless there is an extenuating circumstance that prevents the student a fair opportunity to complete the semester’s work in the time provided.
5. **Grading concerns.** If you have a concern or question about a grade (or if you suspect a grade was recorded wrong on TCU Online), you should contact Dr. Jimerson within 10 days of the grade being posted to either draw attention to the error, or schedule a time to visit about the grade/work.
6. **Grading:** Grading will utilize (+/-) grading. A grading scale follows. Grades will be determined by totaling all earned points, then dividing by the maximum points available. More specific information on grading follows in the next major section.

A	(94%-100%)
A-	(90%-93%)
B+	(87%-89%)
B	(84%-86%)
B-	(80%-83%)
C+	(77%-79%)
C	(74%-76%)
C-	(70%-73%)
F	0-69 % (there are no D grades in graduate courses)

Note that the color-coded “grade scheme” in TCU Online is only a rough approximation of this, since it calculates on an ABCDF scheme. It’s useful for a guideline (stay in green or blue!) but if TCU Online is showing you as an “A,” you might actually be in the A- range, and if you are in the “D” range on TCU Online, you are in the “F” range for graduate coursework. Use the scheme as a useful visual, but to calculate your grade, add up your points and divide by total possible points to that point in the course. Then, align with the table above to get an accurate measure of progress and standing.

7. **Academic Misconduct.** Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#) Specific examples include, but are not limited to:

Cheating: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

Plagiarism: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore. *[If you are using Turnitin, place information about your course ID/password or state that items will be checked as part of the TCU Online assignment submission process. If you want to use Turnitin as a spot check, indicate that you may use Turnitin for plagiarism detection.]*

Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Abuse of resource materials: Mutilating, destroying, concealing, or stealing such material.

Computer misuse: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

Fabrication and falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

Multiple submission: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

Complicity in academic misconduct: Helping another to commit an act of academic misconduct.

Bearing false witness: Knowingly and falsely accusing another student of academic misconduct.

8. **Netiquette: Class Norms & Netiquette:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Associate Dean of Graduate Studies for

the College of Education and the online administrators and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please review the following information concerning "netiquette".

<http://www.albion.com/netiquette/>

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please [review TCU's guidelines on electronic communications](#) (email, text messages, social networks, etc.) from the Student Handbook. (<https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/>)

Dr. Jimerson's additional note: Finally, it's important to note that we will discuss historical trends in curriculum, instruction, and assessment as well as current events over the course of the semester, including some that may cause discomfort. Learning is, after all, a cognitive and emotional exercise in reducing tension between what we know or believe and new information/knowledge to which we are introduced through a variety of sources. Without tension or conflict, there is no learning. We don't all have to agree on every issue, and the expectation is that we will listen to hear the experiences and perspectives of others, and to learn from these as well as from the research on particular issues and our core texts. We all work in positions that inevitably invite conflict. We will have conflicts in this class, but we also want to be a place where we can all learn alongside each other respectfully. Education is about creating a future together, so we also have to work (sometimes hard!) to engage in productive conflict and dialogue together, assuming positive intentions and practicing perspective-taking wherever possible.

9. Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), and may also constitute **Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

10. Use of TCU Online.

This course will utilize TCU Online for content sharing, communication, and posting of grades. We will NOT use it for submission of assignments, but you need to log in regularly to check for news and updates.

- Getting Started with TCU Online
 - Access via my.tcu.edu > Student Quick Links > TCU Online
 - OR
 - Login at the following [website \(http://d2l.tcu.edu\)](http://d2l.tcu.edu). Enter your TCU network credentials (the same you use for MyTCU).

- For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/) (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).
- If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the "Student Orientation Tutorial" on your home page. Follow the instructions in the course.
- Technical requirements for using the system – specifications list: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>
- Getting Help with TCU Online. If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.
Phone: 1-877-325-7778
Chat: Chat is available within TCU Online in the Help menu on the navigation bar.
If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.
If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.
- Personal Settings & Notifications for TCU Online. As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

11. Email Notification: Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis. **Note: Notifications sent within TCU Online will cc to your TCU email. If you want these to forward to a different address, set that up within the TCU email system.**

Student Success Tools for TCU Online

Pulse

[Pulse](https://www.d2l.com/products/pulse/) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn

more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, the Harrison 1600)
- Center for Academic Advising (817-257-7486, Jarvis 140)
- Center for Digital Expression (CDEx) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Coutts Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access and Accommodations (817-257-6567, The Harrison 1200)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oe@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

[To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/](#)

Title IX

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oe@tcu.edu or a.vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education
www.care.tcu.edu | 8147-257-5225

Counseling & Mental Health Center
www.counseling.tcu.edu | 817-257-7863

Religious & Spiritual Life
www.faith.tcu.edu | 817-257-7830

On Campus Resources

TCU Police
www.police.tcu.edu | 817-257-8400 Non-emergency | 817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Emergency Response Information

Please review [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU's Public Safety website](#) provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>).

Online Resources

TEKS (Texas Essential Knowledge and Skills): <http://www.tea.state.tx.us/index2.aspx?id=6148>

TExES Standards, Domains, & Competencies: <http://www.tea.state.tx.us/index2.aspx?id=5938>

Turn-it-in: <http://www.turnitin.com>

Grammar Check: <http://www.grammarly.com/handbook/>

APA Style Checklist: www.uwsp.edu/psych/apa4b.htm

APA quick checks: <http://owl.english.purdue.edu/owl/resource/560/01/>

APA Tutorial: <http://flash1r.apa.org/apastyle/basics/index.htm>

TCU Writing Center: <http://www.wrt.tcu.edu/>

Texas Educators' Code of Ethics:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

OTHER SUGGESTED RESOURCES

If you don't own the APA Style Manual, you should at least be very familiar with APA writing style requirements. A good resource is the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01/> TCU also has a writing lab (<http://www.wrt.tcu.edu/default.asp?cat=staff&staff=11>) that can be very helpful if you choose to access it as a resource. I expect writing to be well-edited and to align with APA style requirements. Editing well is akin to putting on a business suit for an interview. Poor editing is akin to showing up for an interview in cutoffs and a t-shirt with mustard stains—not impressive!

COURSE REQUIREMENTS/GRADING:

Grades are determined by adding the points earned and dividing by the total points possible. From time to time, I may offer the opportunity for bonus points, but this is at my discretion alone. I will not, except in emergency situations, assign an "Incomplete" for a course, and I do not make a practice of providing extra credit opportunities to allow students to make up for coursework they opted not to do, or to do well, the first time the assignment was due.

- Your grade for this course includes the following assessments/tasks:
 - Weekly **3-2-1-PLUS** assignments over the course readings for that week (you will hand these in; if you email them, be sure you put your name on the document, not just in the file title) NOTE—sometimes you'll have 3-2-1-PLUS notes, and other times you'll have reflective or other responses assigned in class. Either way, these go toward participation/attendance **12 at 25 pts each; 300 pts total**
 - **T.E.A. Dyslexia Training; Certificate of Successful Completion & Reflection** (100 points)
 - **5 case presentations** (individual or PLN team) (100 pts each = 500 points)
 - **Mid-term paper** (Recognizing & Supporting High-Quality Teaching, Part I) (200 pts)
 - **Final paper** (Recognizing & Supporting High-Quality Teaching, Part II) (200 pts)
 - **Total points possible: 1300**
- 1. **Weekly 3-2-1-PLUS notes (12 total).** In preparation for class each week, students should read the assigned material and summarize THREE highlights/takeaways from the readings (2-5 sentences per highlight/takeaway); TWO connections to your practice and/or other readings; and ONE question or wondering you want to pose to the class for further discussion. For the "PLUS" part, I want you to observe 1-2 teachers for 15-20 minutes each and note how what you observe fits with our readings for the week (positive or negative). All components together should take no more than 2 pages, max). These are due in class and I prefer hard copies. If you must email these, be sure to put your name on the document itself, not just on the file. If you are not in attendance that day, you can still email these in for credit as long as I receive them by the next morning at 9am (attendance penalties may still apply).

Each week, I'll begin class by calling on three to four students to offer their highlights and questions, to jump start our dialogue for the week (I will collect ALL the 3-2-1-PLUS notes for assessment at the end of each class). If you've prepared and kept your notes up to date, this will be as simple as consulting your notes. When in doubt, take a few notes and ask yourself, "If I get a chance to bring something up during class, here's the things I'm wanting people to know, and here's what I'm wanting to ask." If you can do that, you'll be fine!

PS—notice you are assessed on 12 of these, but there are 14 in the course calendar. Yes, that means you get two free passes (associated with absences, or just because you did the reading but didn't get around to writing up your 3-2-1-PLUS notes. OR, if you fumble on 1 or 2, you can do 13 or 14 and I'll take the highest 12 scores. It's a feature, not a bug, of the course calendar.

2. **T.E.A. Dyslexia Training Certificate & Reflection (200 pts total).** This assignment does double-duty. It's required as a component of principal preparation programs, but it also give us an opportunity to explore dyslexia in-depth. Reading is foundational to all learning, so thorough grounding in dyslexia and how students with dyslexia can be supported in timely and effective ways is critical knowledge for all school leaders. There are two components to this assignment:
 - a. **Complete the online training "TEA Dyslexia 002" at <https://register.tealearn.com/browse/tea/courses/tea-dyslexia>** This is a free course, but you do have to create an account. The training is pretty extensive—it will take several hours to navigate, and I encourage you to download the workbook and handbook and other materials for reference. When you have completed this, you will submit a copy of your certificate to me. (100 points)
 - b. **Compose a brief reflection** in which you highlight your major takeaways from the training regarding hallmarks of dyslexia, processes for screening and identification, and effective approaches to teaching students with dyslexia. End your reflection with a brief analysis of how your school's processes align with what you learned in the training—what's already working/in place, or what gaps exist? This reflection should be 500-800 words, in total. (100 points)

3. **5 case presentations (individual or PLN team) (100 pts each = 500 points).** You will choose to work in a PLN team of 3-4 people. You will engage in activities and analysis related to SIX cases from the Jimerson & Quebec Fuentes (Eds) text.
 - a. For the first three cases, your PLN will select a content area for focus (ES, MS, and HS levels) that align with a discipline with which you already have a good level of comfort.
 - b. For the final three cases, your PLN will select a discipline that is more unfamiliar to you all.
 - c. For each case (and we will have some time allotted in class for discussions and planning), you will complete the preliminary activities (including readings noted in the case and the companion readings noted in the matrix located in the book's Preface). You will read the case, preview the discussion questions, and come to class prepared to dialogue with your PLN regarding takeaways from the case, and applications to your development and practice as a school leader. You will then complete the discussion questions. The week following the completion of each case, your PLN will have 15-20 minutes to: (1) summarize the case; (2) outline and explain the key concepts or learning takeaways from the case (i.e., what you noticed, and what other leaders need to know); (3) offer some suggestions for engaging in instructional leadership in that discipline/at that grade level; and (4) offer concrete suggestions others can take to deepen their knowledge and skills in the focal discipline/grade level.
 - d. Presentations can include handouts, multimedia, and brief activities.
 - e. Where we have a student whose "comfort zone" cases are singular among the class, that person can engage in individual work/presentations for the "familiar" cases. Everyone should be able to work in a small group to identify and dig into one common unfamiliar area.

4. **Mid-term paper (Recognizing & Supporting High-Quality Teaching, Part I) (200 pts)** Given the readings in class to date, and your observations/notes/reflections of teacher practice, you will write a paper focused on the topic: "Recognizing & Supporting High-Quality Teaching." In the paper, you need root your perspectives and assertions in evidence (that is, I do expect some citations to our readings, particularly in the section(s) marked ***). Though you can organize this in a number of ways, you should, at a minimum, address the following issues:

Part 1: The Starting Line

- What, at the outset of this class, shaped your ideas about what constituted a “high-quality” or “exemplar” teacher? What practices and dispositions characterized your idea of an exemplar teacher? (*Possible areas for consideration: What constitutes good lesson/unit planning? How do good teachers plan lessons? What does a great lesson look like/include? How do great teachers instruct—what do they do and what do they consider as they plan and teach? How do great teachers assess, and what do they do with that assessment?*)
- What, at the outset of this class, shaped your ideas about what constituted an “instructional leader”? What practices and dispositions characterized your idea of an exemplar instructional leader?
- Who do you want to be as an instructional leader? What do you want to characterize your practice?

Part 2: Evolving Conceptions***

- Given the readings and experiences you’ve encountered thus far in the course, what are some core practices and dispositions do you now consider key characteristics of an exemplary teacher? To what do you attribute any evolution in your thinking on this issue, or where have your prior assumptions been strengthened?
- Given the readings and experiences you’ve encountered thus far in the course, what are some core practices and dispositions do you now consider key characteristics of an instructional leader? To what do you attribute any evolution in your thinking on this issue, or where have your prior assumptions been strengthened?

Part 3: Next Steps in Growth as an Instructional Leader

- Given what you’ve learned so far, where/how do you see yourself wanting and/or needing to grow in order to be the kind of instructional leader you want to be?
- If you were crafting a growth plan, perhaps in line with our T-P ESS readings, what 2-3 goals would you establish, and why would those take priority? What concrete steps will you take to developing and documenting your growth in those areas?

The paper, excluding references and any title page (which is optional), should run approximately 10-15 pages (10- or 12 pt. font, double-spaced). Use APA 7 formatting for references, in-text citations, and headings. 15 pages is a hard maximum for this.

5. **Final paper (Recognizing & Supporting High-Quality Teaching, Part II) (200 pts)** Given the readings in class over the whole course of the semester, and your observations/notes/reflections of teacher practice, you will write a paper that extends on your midterm. In the paper, you need root your perspectives and assertions in evidence (that is, I do expect some citations to our readings, particularly in the section(s) marked ***). Though you can organize this in a number of ways, you should, at a minimum, address the following issues:

Part 1: The (Updated) Starting Line

- Revisit your thinking from the midterm paper. What teacher practices/dispositions did you highlight in that paper, and why did those stand out as signals of high-quality teaching?
- Revisit your thinking from the midterm paper. What instructional leadership practices/dispositions did you highlight in that paper, and why did those stand out as signals of high-quality instructional leadership?

Part 2: Evolving Conceptions***

- Given the readings and experiences you’ve encountered *over the totality of the course*, what are the major core practices and dispositions do you now consider key characteristics of an exemplary teacher? If you were asked, in an interview for an AP job, “How do you know you’re observing or working with a high-quality teacher?” what would your response include, and why?
- Given the readings and experiences you’ve encountered *over the totality of the course*, what are the major core practices and dispositions do you now consider key characteristics of an

instructional leader? If you were asked, in an interview for an AP job, “How do you approach instructional leadership?” what would your response include, and why?

Part 3: Reflection & Projection

- Discuss how and why your thinking about teaching and instructional leadership has changed over the course of the semester (if it has!). Discuss the changes, the evidence related to those changes (both from readings and from your observations/personal and professional experiences).
- Discuss where and how your interpretation/application of the T-TESS framework/rubrics have changed over the course of the semester. What stands out to you now, when you review those documents, that didn’t stand out in August, or what do you read differently? If there are multiple areas of shift, choose 2-3 areas to explore in this section—talk about that shift, and how you will approach using T-TESS given what you now know.
- Where do you go from here? Discuss where you think you need to be intentional about growing as an instructional leader over the next year. What are your strengths, and where do you have gaps or areas in need of improvement? Discuss 2-3 concrete actions you will take to facilitate this growth.

The paper, excluding references and any title page (which is optional), should run approximately 10-15 pages (10- or 12 pt. font, double-spaced). Use APA 7 formatting for references, in-text citations, and headings. 15 pages is a hard maximum for this.

Yes—these are similar at points! Some of the final takes a different angle, and some is aimed at having you be very reflective and intentional about wrapping more evidence into explaining why your thinking has solidified or why and how it has evolved specific to the main areas of focus. 100°

COURSE SCHEDULE

Items followed by [TCU Online] are available via the TCU Online learning management platform.

Date	Topic	Readings	Notes
Class 1 8/23	Introduction to class; expectations; review of syllabus.	Please preview the syllabus and come ready with any questions you may have.	
Class 2 8/30	How do school leaders influence learning (or other outcomes)?	<ul style="list-style-type: none"> • Grissom, Egalite & Lindsay (2021) <i>How Principals Affect Students and Schools</i> [TCU Online] • T-PESS Documents [TCU Online] <ul style="list-style-type: none"> ○ Principal Handbook ○ Assistant Principal Rubric (2020 Update) ○ Assistant Principal Self-assessment and Goal-setting forms 	<ul style="list-style-type: none"> • 3-2-1-PLUS #1
Sept. 6	Labor Day; Class does not meet		
Class 3 9/13	How do teachers influence learning? Lesson Design, Structures & Strategies	<ul style="list-style-type: none"> • Marzano, Intro & Chapters 1-2 • McTighe & Williams (2011). Understanding by Design overview [TCU Online] • T-TESS Documents [TCU Online] <ul style="list-style-type: none"> ○ Teacher Handbook ○ Rubric ○ Virtual Instruction Rubric 	<ul style="list-style-type: none"> • 3-2-1-PLUS #2

Class 4 9/20	Assessment Strategies	<ul style="list-style-type: none"> • Marzano, Chapters 3-5 • Wiliam, Intro & Chapters 1-3 	<ul style="list-style-type: none"> • 3-2-1-PLUS #3
Class 5 9/27	Crossover Practices & More Assessment	<ul style="list-style-type: none"> • Marzano, Chapters 6-7 • Wiliam, Chapters 4-7 	<ul style="list-style-type: none"> • 3-2-1-PLUS #4
Class 6 10/4	“Extra-curricular” factors that influence learning	<ul style="list-style-type: none"> • Marzano, Chapters 8-11 • Hammond, Intro & Part 1 (Chapters 1-4) 	<ul style="list-style-type: none"> • 3-2-1-PLUS #5
Class 7 10/11	Culturally Responsive Teaching, Cognitive Considerations in Teaching (cont)	<ul style="list-style-type: none"> • Hammond, Intro & Part II (Chapters 5-7) • McConchie & Jensen (2020) Teaching to the whole brain. [TCU Online] • Agarwal & Roediger (2019). How cognitive psychology informs classroom practice. [TCU Online] 	<ul style="list-style-type: none"> • 3-2-1-PLUS #6 • Midterm Paper due by bedtime on 10/12
Class 8 10/18	Culturally Responsive Teaching, Cognitive Considerations in Teaching (cont)	<ul style="list-style-type: none"> • Hammond, Part III (Chapters 8 & 9) and Epilogue • Barr (2018). When trauma hinders learning. [TCU Online] • De Royston et al (2020) Rethinking schools, rethinking learning. [TCU Online] 	<ul style="list-style-type: none"> • 3-2-1-PLUS #7
Class 9 10/25	Understanding Dyslexia; Leading for Excellence with Dyslexia Programs	<ul style="list-style-type: none"> • Complete your TEA Dyslexia Training prior to class; bring your reflections to class for discussion! • Klein ISD case [TCU Online] • Spear-Swelling (2019) Structured Literacy [TCU Online] 	<ul style="list-style-type: none"> • 3-2-1-PLUS #8 • Dyslexia Certificates Due • Dyslexia Reflections Due <p>(Guest Expert in class tonight as well)</p>
Class 10 11/1	What is LCK, and why and how does it matter? Deepening LCK	<ul style="list-style-type: none"> • Jimerson & Quebec Fuentes, Preface & Chapter 1 • Comfort Zone Case #1 (Elementary) <ul style="list-style-type: none"> ○ Companion Readings (see matrix) ○ Preliminary Activities ○ Read Case ○ Read Teaching Notes (TCU Online) ○ Scan Discussion Questions/Come ready to Discuss <p><i>In class tonight you will discuss/analyze case and plan for presentations in class next week</i></p>	<ul style="list-style-type: none"> • 3-2-1-PLUS #9
Class 11 11/8		<ul style="list-style-type: none"> • Comfort Zone Case #2 (Secondary) <ul style="list-style-type: none"> ○ Companion Readings (see matrix) ○ Preliminary Activities ○ Read Case ○ Read Teaching Notes (TCU Online) ○ Scan Discussion Questions/Come ready to Discuss 	<ul style="list-style-type: none"> • 3-2-1-PLUS #10 • PLN Presentations (#1)

		<i>In class tonight you will discuss/analyze case and plan for NEXT WEEK's presentation in class</i>	
Class 12 11/15		<ul style="list-style-type: none"> • Unfamiliar Territory Case #1 (Elementary) <ul style="list-style-type: none"> ○ Companion Readings (see matrix) ○ Preliminary Activities ○ Read Case ○ Read Teaching Notes (TCU Online) ○ Scan Discussion Questions/Come ready to Discuss <p><i>In class tonight you will discuss/analyze case and plan for NEXT WEEK's presentation in class</i></p>	<ul style="list-style-type: none"> • 3-2-1-PLUS #11 • PLN Presentations (#2)
Class 13 11/29		<ul style="list-style-type: none"> • Unfamiliar Territory Case #2 (Middle School) <ul style="list-style-type: none"> ○ Companion Readings (see matrix) ○ Preliminary Activities ○ Read Case ○ Read Teaching Notes (TCU Online) ○ Scan Discussion Questions/Come ready to Discuss <p><i>In class tonight you will discuss/analyze case and plan for NEXT WEEK's presentation in class</i></p>	<ul style="list-style-type: none"> • 3-2-1-PLUS #12 • PLN Presentations (#3)
Class 14 12/6		<ul style="list-style-type: none"> • Unfamiliar Territory Case #3 (High School) <ul style="list-style-type: none"> ○ Companion Readings (see matrix) ○ Preliminary Activities ○ Read Case ○ Read Teaching Notes (TCU Online) ○ Scan Discussion Questions/Come ready to Discuss <p><i>In class tonight you will discuss/analyze case and plan for NEXT WEEK's presentation in class</i></p>	<ul style="list-style-type: none"> • 3-2-1-PLUS #13 • PLN Presentations (4)
Class 15 12/13		<ul style="list-style-type: none"> • Willingham & Rotherham (2020) Education's research problem [TCU Online] • Alexander, C. "Teaching With Technology" (in Jimerson & Quebec Fuentes): <ul style="list-style-type: none"> ○ Companion Readings (see matrix) ○ Preliminary Activities ○ Case Narrative ○ Teaching Notes (TCU Online) ○ Scan Discussion Questions/Come ready to Discuss • Review T-TESS Documents [TCU Online] <ul style="list-style-type: none"> ○ Teacher Handbook ○ Rubric ○ Virtual Instruction Rubric <p><i>Yes, it's a revisiting of these documents!</i></p>	<ul style="list-style-type: none"> • 3-2-1-PLUS #14 • Final PLN Presentations (#5) • Final Papers due by 10pm, 12/15

TCU Mission

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

§241.15. Standards Required for the Principal Certificate

(a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;

(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;

(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;

(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and

(10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;

(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;

(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(9) develops, implements, and evaluates change processes for organizational effectiveness;

(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and

(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
 - (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
 - (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
 - (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
 - (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
 - (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
 - (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
 - (8) collaboratively plans and effectively manages the campus budget;
 - (9) uses technology to enhance school management;
 - (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
 - (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.
- (g) Ethics, Equity, and Diversity. The principal:
- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 - (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
 - (4) models and promotes the continuous and appropriate development of all learners in the campus community;
 - (5) ensures all students have access to effective educators and continuous learning opportunities;
 - (6) promotes awareness and appreciation of diversity throughout the campus community;
 - (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
 - (8) articulates the importance of education in creating engaged citizens in a free democratic society;
 - (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
 - (10) treats all members of the community with respect and develops strong, positive relationships with them.