



SCHOOL OF LEADERSHIP AND PROFESSIONAL STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

NOTICE: All information pertaining to this course, including course policies, is subject to change until the first day of term. Should changes need to be made after the first day of the term, such as for unforeseen events, academic calendar changes made by the university, significant developments in the field, etc., students will be informed, and changes will not penalize students.

EDAD 607: Developing Teacher Capacity
(3 semester hours credit)
Spring 2024
January 16-May 2, 2024

Instructor Contact Information

Dr. Kandy Smith
Kandy.Smith@wku.edu
270-745-4129
Personal Zoom Room Invite Link: <https://wku.zoom.us/j/2873383109>

Office Location and Hours

Office 1084a Gary Ransdell Hall, Western Kentucky University Main Campus, Bowling Green
Available by appointment; please email or call to arrange a meeting.

Class Delivery Model and Dates

This class will consist of two two-hour sessions and one four-hour session of synchronous work with the remaining work accomplished asynchronously. Synchronous meeting times are:

EDAD 607 Synchronous Zoom Sessions
Wednesday, February 28 4:30-6:30 pm CT/5:30-7:30 ET
Wednesday, March 6 4:30-6:30 pm CT/5:30-7:30 ET
Saturday, March 16 8:00 am-12:00 pm CT/9:00 am-1:00 pm ET
MAKEUP DATE: TBD

Course Description & Rationale

This course will develop human resource leadership skills for P-12 principal candidates, emphasizing the development of teachers through evaluation, coaching, and comprehensive professional learning.

Course Objectives/Specific Learning Outcomes/Standards

1. WKU principal candidates will be able to use classroom observation data to identify and plan how to address teachers' learning needs (NELP 4.2, 6.2, 7.4; **PSEL 2e, 3c; 4 [all indicators]; 6 [all indicators]; 7 [all indicators]; 9b, 9g**)
2. WKU principal candidates will be able to understand pre- and post-observation processes specific to Kentucky and their district (NELP 7.4; **PSEL 2e, 3c; 4 [all indicators]; 6 [all indicators]; 7 [all indicators]; 9b, 9g**).
3. WKU principal candidates will be able to conduct pre- and post-observation conferences, effectively using evidence to provide feedback, set goals, and promote teacher growth (NELP 4.2, 6.2, 7.4; **PSEL 2c; 2e, 2f; 3c; 4 [all indicators]; 6 [all indicators]; 7 [all indicators]; 9b, 9g**).
4. WKU principal candidates will be able to identify resources to support instructional improvement based on observation evidence and artifacts (NELP 4.4, 7.3; **PSEL 2e; 3c; 4 [all indicators]; 5c, 5d; 6 [all indicators]; 7 [all indicators]; 9b, 9g**).
5. WKU principal candidates will be able to communicate expectations of equitable opportunity for students to effective teaching (NELP 3.2; **PSEL 1d, 1f; 2c, 2e, 2f; 3c; 4 [all indicators]; 5c, 5d; 6 [all indicators]; 7 [all indicators]; 9b, 9g**).
6. WKU principal candidates will be able to identify and implement appropriate educational coaching skills to support teacher success (NELP 4.2; **PSEL 1d, 1f; 2c, 2e, 2f; 3c; 4 [all indicators]; 5c, 5d; 6 [all indicators]; 7 [all indicators]; 9b, 9g**).
7. WKU principal candidates will be able to apply Kentucky regulations concerning teacher observations and evaluations (NELP 6.4; **PSEL 2e, 2f; 3c; 4 [all indicators]; 5c, 5d; 6 [all indicators]; 7 [all indicators]; 9b, 9g**).
8. WKU principal candidates will consider the unique learning needs of adults and will be able to use adult learning theory to inform their practice (NELP 6.2; **PSEL 2e; 3c; 4 [all indicators]; 5c, 5d; 6 [all indicators]; 7 [all indicators]; 9b, 9g**).

Major Course Topics

1. Reflective practice
2. Adult learning theory/andragogy
3. Observation and evaluation regulations
4. Observation protocols
5. Formative and summative evaluations for continuous improvement
6. Developing professional growth plans
7. Coaching strategies
8. Evaluation/Coaching: convergence and divergence
9. Actionable feedback
10. Professional learning
11. Professional learning communities
12. Legal and ethical issues related to evaluation

Pre-requisites

Admission to Graduate Level Educational Leadership Program (Principal, DPP, DoSE, etc.) or by permission of instructor. EDAD 602, 603, 604, and 605 as prerequisites.

Student Expectations and Requirements

EDAD 607 DEVELOPING TEACHER CAPACITY

- Thoughtful, active participation in learning activities
- Class attendance
- Active, ethical, and professional engagement

Required Texts and Materials

- Drago-Severson, E., & Blum-DeStefano, J. (2018). *Leading change together: Developing educator capacity within schools and systems*. ASCD.

Recommended Readings

- Aguilar, E. (2013). *The art of coaching: effective strategies for school transformation*. Jossey Bass.
- Brookhart, S. (2017). *How to give effective feedback to your students*. ASCD.
- Daloz, L. (2012). *Mentor: Guiding the journey of adult learners*. Jossey-Bass.
- Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in schools*. Corwin.
- Drago-Severson, E. (2008). *Pillars of adult learning*. National Staff Development Council.
- Drago-Severson, E., & Blum-DeStefano, J. (2016). *Tell me so I can hear you: A developmental approach to feedback for educators*. Harvard Education Press.
- Hall, P., & Simeral, A. (2008). *Building teachers' capacity for success*. Association for Supervision and Curriculum Development.
- Hattie, J. (2017). *Ten mind frames for visible learning: Teaching for success*. Routledge Publishing.
- Jackson, R. (2008). *The instructional leader's guide to strategic conversations with teachers*. Mindsteps, Inc.
- Knight, J. (2015). *The impact cycle: what instructional coaches should do to foster powerful improvements in teaching*. Corwin Press.
- Knowles, M. (2015). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.
- Leonard, J. (2010). *Finding the time for instructional leadership*. Rowman and Littlefield Education.
- Palmer, P. (2017). *Courage to teach*. Jossey-Bass.
- Palmer, P. (2007). *Let your life speak*. Jossey-Bass.
- Toll, C. (2018). *Educational coaching: a partnership for problem-solving*. Association for Supervision and Curriculum Development.
- Vella, J. (2000). *Taking learning to task*. Jossey-Bass.
- Wiliam, D. (2016). *Leadership for Teacher Learning*. Learning Sciences International.

Course Assignments

Assignments	Point Value
Reading and Reflecting <ul style="list-style-type: none">● Reading article by MacDonald● Listening to podcasts of Drago-Severson● Reading assigned sections of textbook● Submitting guided reflections	20

Observing and Rating <ul style="list-style-type: none"> Viewing a video of a teaching demonstration and scripting the observation Assigning ratings based on the KFT standards and identifying strengths and opportunities for improvement 	10
Class Participation <ul style="list-style-type: none"> Preparing for, attending, and fully participating in three synchronous class meetings (Two for five points each; one for 10 points) <ul style="list-style-type: none"> Assignments will be made prior to class meeting 	20
PSEL Assessment: Field Experience <ul style="list-style-type: none"> Partnering with a classmate to host a post-observation conference with the classmate assuming the role of the teacher observed in the video <ul style="list-style-type: none"> Submit video of meeting Submit notes of what will be addressed based on notes from observing the teacher in the video <p><i>Please note: Students must complete and demonstrate proficiency on the PSEL assessment to proceed to the next semester of the program.</i></p>	40
Professional Development <ul style="list-style-type: none"> Developing a professional learning/capacity-building plan concerning Culturally Responsive Instruction (CRI) <ul style="list-style-type: none"> Template and articles provided 	50
Total	140

LETTER GRADE	POINTS NEEDED	REPRESENTS
A	126-140	90-100%
B	112-125	80-89%
C	98-111	70-79%
D	84-97	60-69%
F	Below 84 points	Below 60%

Because participation in class and timely submission of work are important to the learning in this program, attendance, participation, and timely completion of work are expected of all students. Failure to attend class, participate in activities, and submit work in a timely manner may result in the loss of points.

Course Calendar

A course calendar will be provided with an outline of assignments, course topics, and due dates on the Blackboard course site at the beginning of the semester.

Professional Standards for Educational Leaders (PSEL) Alignment

PSEL Standards	Alignment with Course Assignments, Activities, and Tasks
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EDAD 607 DEVELOPING TEACHER CAPACITY

Standard 1: Mission, Vision & Core Values	Course objectives 5, 6 Class assignments & readings PSEL program assessment
Standard 2: Ethics & Professional Norms	Course objective 1, 2, 3, 4, 5, 6, 7, 8 Class assignments & readings PSEL program assessment
Standard 3: Equity & Cultural Responsiveness	Course objective 1, 2, 3, 4, 5, 6, 7, 8 Class assignments & readings PSEL program assessment
Standard 4: Curriculum, Instruction & Assessment	Course objective 1, 2, 3, 4, 5, 6, 7, 8 Class assignments & readings PSEL program assessment
Standard 5: Community of Care & Support for Students	Course objectives 4, 5, 6, 7, 8 Class assignments & readings PSEL program assessment
Standard 6: Professional Capacity of School Personnel	Course objectives 1, 2, 3, 4, 5, 6, 7, 8 Class assignments & readings Field Experiences PSEL program assessment
Standard 7: Professional Community for Teachers and Staff	Course objectives 1, 3, 4, 5, 6, 7, 8 Class assignments & readings PSEL program assessment
Standard 8: Meaningful Engagement of Families & Community	Class assignments and readings
Standard 9: Operations & Management	Course objectives 1, 2, 3, 4, 5, 6, 7, 8 Class assignments & readings
Standard 10: School Improvement	Class assignments and readings

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

Assignment Format

Unless instructed otherwise, written materials should be typed or word-processed in 12-point Times New Roman font, double-spaced with 1.0" margins (left/right and top/bottom). All materials should be proofread for accuracy. Per the School of Leadership and Professional Studies, APA style (7th edition) will be used for all papers and written assignments unless otherwise indicated by the instructor. Assignments should be submitted as a Word document or PDF.

Attendance, Participation, and Communication

Regular attendance and participation are necessary for success in the course. Learners are expected to complete all assigned readings, attend scheduled class meetings virtually, and participate in all discussions.

EDAD 607 DEVELOPING TEACHER CAPACITY

A student's final grade for the course will be adversely affected by a lack of regular participation in class activities and/or failure to complete graded/non-graded assignments. It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

There is an expectation that the student's work will be completed in a timely manner. Excessive and/or consistent lateness in completing assignments will impact the student's final grade in the course.

If the university officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Requirements

Students should have access to the Internet and e-mail and should check WKU e-mail and the course site daily between class sessions. The instructor will utilize the WKU e-mail as the means to contact students outside of class. Please contact the IT Helpdesk for technical problems related to Blackboard at (270) 745-7000.

Course Plagiarism Policy

ChatGPT & Generative AI

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

SLPS Departmental Plagiarism Policy

The School of Leadership & Professional Studies expects all undergraduate, graduate, and doctoral students to demonstrate academic integrity and not participate in academic misconduct as defined by the University (<https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>). The SLPS has developed two tiers for academic misconduct. Examples of academic offenses include (but are not limited to) any act of plagiarism, cheating, or falsification or misuse of academic records.

Tier 1 Violations

Acts of plagiarism that involve not citing all sources and/or using papers previously written and submitted in other courses are considered a Tier 1 violation. Students committing violations in Tier 1 will meet with the instructor to discuss the incident and work toward a resolution. Students may receive a zero on the submitted work with feedback stating the issue; students are responsible for checking grades and reading feedback. Instructors will follow the policy for Tier 2 violations for additional Tier 1 violations.

Tier 2 Violations

Tier 2 violations include but are not limited to sharing passwords and login information with individuals not enrolled in the course, failing to cite any sources in submitted work when outside sources were obviously used, cheating on an assignment or test, employing a person, website, or artificial intelligence program to complete an assignment, and/or committing a second Tier 1

violation. Students committing violations in Tier 2 will meet with the instructor to discuss the incident and review evidential materials. If the instructor determines a Tier 2 violation has occurred, the instructor should report the student to the Office of Student Conduct and request that the Office of the Registrar issue a failing grade for the course. If the academic misconduct is severe and flagrant, the student may be dismissed from the program. Students who wish to dispute the allegation, dismissal, or grade should follow the Student Complaint Policy (<https://www.wku.edu/handbook/academic-complaint.php>).

University Plagiarism Policy

The University expects students to operate with the highest standards of integrity in all facets of the collegiate experience. Broadly defined, academic misconduct is any unethical self-serving action in the performance of academic work, deliberate or unintentional, that affords a student an unfair, unearned, or undeserved advantage.

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts will be held accountable for violation of the Code of Student Conduct.

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct.

Cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious act. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

WKU Password Security (WKU ITS Policy 5.5033)

Accounts and credentials are issued to University employees, students, and authorized affiliates for use accessing and utilizing information technology systems, services, applications, and information. Authorized University constituents (users) may retain and utilize such accounts as long as they remain in a status or relationship with the University that warrants access to relevant resources. Users are required to manage their accounts securely, maintain appropriate passwords, and protect their

account credentials at all times. Any inappropriate use of technology accounts may result in immediate revocation of a user's account privileges and disabling of the account. Sharing any WKU provided or affiliated account credentials is expressly prohibited.

Any violation of this policy may lead to suspension of access to information technology resources, with the possibility of revocation of privileges, or other action as provided by disciplinary provisions applicable to faculty, staff, or students. Confirmed or suspected violations of local, state, or federal laws will be turned over to the University General Counsel and/or the appropriate law enforcement agency.

For more information on academic misconduct, visit <https://www.wku.edu/studentconduct/student-code-of-conduct.php>

Tools for Online Learners

A Student Resource Portal is available at the link below with detailed information and links including academic support, financial support, library research, success strategies, and tech support.

<https://www.wku.edu/online/srp/>

Writing Center Assistance

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students.

Take a video tour of the writing center, or learn about our thesis writing workshops on our Resources for Thesis Writers page at <https://www.wku.edu/writingcenter/>

Students with Disabilities/ADA Accommodation

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff, and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator Andrea Anderson 270-745-5398 or Title IX Investigators Michael Crowe at 270-745-5429 or Joshua Hayes at 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the university and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Statement of Diversity

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities.

Safety and Evacuation

At WKU, the safety and security of our students, faculty and staff are extremely important to us. We have created this website as a place where students, faculty, staff, and the community can visit to find resources related to campus safety, security, emergency preparedness and more.

<https://www.wku.edu/emergency/>

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this course will offer a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this university was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (GWJᏍᏍᏍ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy,

termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Additional information for students enrolled in WKU classes can be found at <https://www.wku.edu/syllabusinfo/>.