



SUL ROSS STATE UNIVERSITY

Department of Education

Fall 2015



ED 7304 Educational Leadership for Principals

Instructor:

Rebecca Schlosser, J.D., Ed.D.

Office Hours:

Via Webex: You will receive an email invitation

Friday: 10:00 am -1:00 pm

Saturday, Sunday: 10:00 am-1:30 pm

And BY APPOINTMENT

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This course is divided into two portions: a review course and a theory course.

I. Review Portion of the Course - Description:

The review portion of this course is an online course designed to prepare students for the TExES 068 Principal Exam. This portion of the course provides review of the competencies, theories behind the competencies, and test practice experience to prepare students for the Principalship TExES 068 examination.

TExES Competencies:

Domain I—School Community Leadership (approximately 33%)

Domain II—Instructional Leadership (approximately 44%)

Domain III—Administrative Leadership (approximately 22%)

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum,

instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Review Course Learner Outcomes:

This course emphasizes each of the above standards as each of those is tested at the State level on the Principal TExES 068 test. To accomplish these objectives, this course emphasizes field-based experiences and classroom environments.

Review Course Program Learning Outcomes:

The graduating student will demonstrate that he/she:

1. Has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner (School Community Leadership Domain).
2. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective learning environment (Administrative Leadership Domain).

Review Portion of Course Objectives:

Through the activities of this course, students will gain experience in applying the state principal competencies and standards. Mandatory activities are marked with an asterick (*). Students will demonstate performance of at least 15 the following activities of a principal and will indicate in writing the connection of the activity to one or more of

the Domains and Competencies for the Standards for the Principal Certificate as established by the State Board for Educator Certification:

1.1 PLANT MANAGEMENT

PM1.1 Describe the process by which maintenance work assignment and schedules are made in your building and document your involvement in the process.

PM1.2 Describe the process by which custodial work assignments and schedules are made in your building and document your involvement in the process.

PM1.3 Describe the procedures for the care and use of maintenance and custodial equipment in the school district and the involvement in it.

PM1.4 Describe the procedures for the acquisition of maintenance and custodial supplies and materials in your building.

PM1.5 Prepare a maintenance work order and document the date each step in the process to the completion of the task.

PM1.6 Interview the person in charge of district maintenance in order to:

- a. List the major responsibilities as they are reported;
- b. Identify the major maintenance problems; and,
- c. Describe how this process could be improved on your campus.

PM1.7 Other (please describe objective)

2.0 CURRICULUM LEADERSHIP

CL2.1 Describe the status for the campus efforts to develop curriculum guides or scope and sequence charts for the appropriate grade levels. What are your suggestions to improve this process?

CL2.2* Describe the process by which curricula for special programs (Special Education, Vocational Education, Gifted and Talented Education, Bilingual Education, etc.) are developed for the campus, paying particular attention to district, state and federal program requirements. How can this process be improved?

CL2.3 Describe the curriculum evaluation process for your campus and list short and long-range plans for curriculum improvement. If there are no plans for improvement, give your recommendations to improve the process.

CL2.4 Interview the building principal and the principal of the school from which your students come, or to which your students go, to determine the mechanism which is in place for accomplishing curriculum articulation between those schools; describe the mechanism. Provide an evaluation of the process and your recommendations for improvement.

CL2.5 Other (please describe objective).

3.0 INSTRUCTIONAL LEADERSHIP

IL3.1 Participate in the report on at least three clinical supervision episodes which include a pre-observation conference, an observation, and a post-observation conference; include in the report the supervisory orientation used and the significance of the teacher's developmental levels.

IL3.2 Plan and conduct all or a portion of a district level staff meeting and analyze your use of group dynamics techniques which either helped or hindered the accomplishment of your objective.

IL3.3 Determine at least one staff development need for the teachers in the building and plan an in-service program to meet this need. Provide evaluation of the program and suggested improvements for the next meetings.

IL3.4 Work with a teacher to develop alternatives for managing student discipline as part of the teacher's classroom management system and document your involvement.

IL3.5 Submit a proposal for initiating or expanding a professional library in the building.

IL3.6* Describe the following steps in the handling of textbooks in the building and document your involvement in one or more of the steps:

- a. Textbook adoption schedules and deadlines
- b. Methods of textbook inventory

c. Process of textbook distribution

d. Procedures for fulfilling textbook accountability requirements.

IL3.7* Participate in at least one Admission, Review, and Dismissal (ARD) Committee meeting and describe the administrator's role in the ARD process.

IL3.8 Participate on the campus planning committee and describe the administrator's role in the campus planning committee.

IL3.9 Other (please describe objective)

4.0 MANAGEMENT SKILLS

MS4.1* Describe the process for developing the master schedule in the building and document your involvement in the process.

MS4.2 Describe the process by which teacher extra-duty schedules are developed in the building and document your involvement in the process.

MS4.3* Document your participation in at least three due process procedures in the building.

MS4.4 Describe the process for developing the building level budget and document each step in which you were involved.

MS4.5 Select two special federal or state funded programs in the building and describe how implementation of those programs affects the principal's jobs.

MS4.6 Participate in at least two discipline referrals and document the action taken from referral to culmination.

MS4.7 Participate in at least one parent conference related to a discipline infraction which has been referred to the principal and relate the results of the conference.

MS4.8 Participate in at least one discipline referral from a bus driver and describe the action taken from referral to completion of the case.

MS4.9 List the federally required forms used in the building and describe the mechanism by which data is collected for the completion of these forms.

MS4.10 Process the receipt of new equipment and supplies in your building and show how they are added to the inventory and how obsolete equipment is removed from the inventory.

MS4.11 Other (please describe objective).

5.0 ORGANIZATION AND STRUCTURE

OS5.1 Attend at least three board meetings and record any actions which affect the management personnel's responsibility.

OS5.2 Select from the board policy book three policies which significantly affect the building principal's job and briefly describe these policies and their effect.

OS5.3 Describe the steps in the line-staff organization in the district through which a student's complaint concerning a grade received would pass on its way to a board decision.

OS5.4 Analyze the relationships between the building principal's job description and the central office personnel job descriptions, to include the superintendent, assistant superintendent, personnel director, business manager, supervisors, and coordinators to the extent that these positions exist.

OS5.5 Other (please describe objective).

6.0 PUPIL PERSONNEL SERVICES

PPS6.1 Describe the enrollment procedure for students in the building and document your involvement in it.

PPS6.2 Interview the person in your building responsible for attendance accounting and summarize the attendance accounting process described.

PPS6.3* Examine five students' permanent records: describe the extent to which the contents satisfy the Family Rights and Privacy Act and describe the procedure for handling requests for records from students, parents, teachers, etc.

PPS6.4 Describe the program which the campus has to ease the transition of students

from one campus to another as they are promoted. How would you improve the process?

PPS6.5 Submit a plan for a guidance program developed by working with counselor(s) in the building.

PPS6.6 Describe the process used on the campus for handling habitual student absentees and truants, including in the description the relationship of that process to the family code and the juvenile court, and document your involvement in the process.

PPS6.7 Describe the process for completing the Principal's Annual Report on the Superintendent's Report (PIEMS Data and document your involvement in the process).

PPS6.8 Describe the process of planning and implementing student activities and document your participation in the supervision of at least two of them.

PPS6.9 Describe the principal's role in securing special services (i.e. transportation, cafeteria, health, etc.) in the building. What are your recommendations to improve the process?

PPS6.10* Describe the accounting process used in the building for activity or revolving funds to include receipt of funds, writing of checks, and keeping records of expenditures. What are your recommendations to improve the accounting process?

PPS6.11 Other (please describe objective).

7.0 SCHOOL-COMMUNITY RELATIONS

SCR7.1 Describe ways by which the internal communication system of the district can be improved.

SCR7.2 Describe ways by which the internal communication system of the building can be improved.

SCR7.3 Submit a proposal for a way to improve communication between the school and the school patrons.

SCR7.4 Other (please describe objective).

II. Theory Portion of Course Description: This portion of the course is online and provides an historical view of organizational theory and its development. In it we will examine current trends, issues, and problems in public schools involving the planning, organizing, administering, and evaluating the school system.

Theory Portion of Course Objectives: Through the activities of this course, students will gain an overview of organizational theory in education. Students will demonstrate a working understanding of the following topics as they relate to organizational theory in education and will demonstrate that they can apply their knowledge to real world settings.

- An historical perspective of the development of administrative principles and concepts of organizational theory, including administrative theory, organizational structure, and organizational culture
- The administrative processes of organizational theory, including motivation, leadership, decision-making, communication, and organizational change

The objectives will be mastered by the students through three separate methods given below. Success will be demonstrated by applying the higher levels of Bloom's taxonomy to real world situations. Students will:

- analyze and categorize information from chapters in Parts I, II, and III of the textbook

- synthesize material from several important books from school leadership literature
- select and integrate knowledge of organizational theories into a cohesive plan and apply it to the role of the principal as an organizational leader.

Theory Portion of Course - TExES Competencies: This course provides the student with a basic understanding of basic organizational and administrative theory that guide the Principal in the domains of the competencies listed below. Additionally, the material covered in this course and class discussions will supplement the administrator’s knowledge of theory that affect all the principal’s domains.

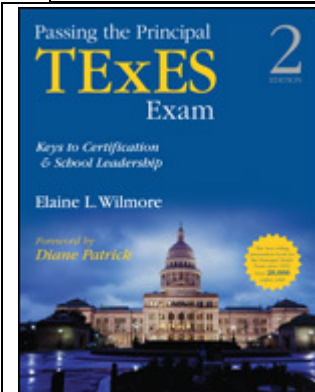
- **Domain I – Competency 001 –** The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Domain I – Competency 002 –** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- **Domain II – Competency 005 –** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **Domain II – Competency 007 –** The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Theory Portion of Program Learning Outcomes:

The graduating student will demonstrate that he/she:

1. Has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner (School Community Leadership Domain).
2. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective learning environment (Administrative Leadership Domain).

1. Required Textbook for Review Portion of Course:



Wilmore, Elaine L. (2013). *Passing the Principal TExES Exam: Keys to Certification and School Leadership* (2nd ed.) Corwin. ISBN: 9781452286013

2. Required Text for Theory Portion of Course: The student will need Microsoft Word and the following texts and materials: Lunenburg, F.C., & Ornstein, B.D. (2012) *Educational administration: Concepts and practices*. (latest ed.) U.S.: Thomson & Wadsworth.

Review Course Requirements: This portion of the class is a review for the 068 Principal Exam. You will get points for reading the text, taking the quizzes, and taking the 3 Domain tests. You will have 3 chances to score at least an 80% on each Domain test. You must re-test all 3 times if you do not achieve an 80%. You will meet with me via tele-conference if you do not score 80% on any test. If you have not achieved 80% by your 3rd try, your highest score will become your final grade for the test. There is a different test each time you take the Domain test. (600 points)

1. Wilmore Textbook Assignments

Students will read the required textbook as assigned (see Schedule)

2. Review Sessions (9x11 points = 100)

Students will view a video-taped lecture for each competency.

3. Review Quizzes (9x20points = 180)

Students will take a quiz that follows each video review session

4. Review Course - Domain Tests (3x100= 300 points)

The student will take a Domain I, II, and III test. If students do not pass the domain test the first time (**with an 80%**), then the student must meet with the Instructor (via Webex) and an Individualized Study Plan will be created based on the areas of concern. It is up to the student to schedule this meeting. The student will review all previously studied materials and additional materials. When prepared, the student will take the domain test again (the questions will be different). The student will have three (3) opportunities to pass the Domain tests with an 80%. If the student does not pass all three Domain tests with an 80%, the student will fail the course. The student will not be allowed to take this course more than three (3) times; and the student will not be recommended to SBEC to take the Principal 068 Exam unless this course is successfully completed by the third attempt.

5. Review Course - Certify Teacher (20 points)

The student will take the Certify Teacher test (and must purchase it) and submit those results to the Review Course Instructor via Blackboard submission. This test will be used as a Pre-test to evaluate any gaps in knowledge base.

Theory Portion of Course – Requirements (400 points)

1. Textbook Assignments (25 Points Each = 175 points)

The student will read seven (7) chapters in the Lunenberg & Ornstein textbook and complete the assignment associated with it that must be submitted through Blackboard. Due dates are in the Schedule of Activities below. The first chapter also has a video on scientific management, entitled Stopwatch. Students are to read the chapter, watch the video, and then take the quiz. If you did any of these activities in your ED5330 course, you may use the same assignment in this course (just submit a note in the comment box); or, you may redo the assignment if you wish to obtain a higher grade (just submit a note in the comment box).

2. Practice Activities & Quizzes (7 chapter practice activities & and 7 quizzes x 15 points each = 105 points)

There will be an activity and quiz provided for each theory textbook assignment.

3. Book Review (100 Points)

There will be no book substitutions. Each student will read one book from a provided list and prepare a book review. Submit it through Blackboard to the Instructor (75 points).

4. Electronic Portfolio (20 points)

In your ED5302 and ED5330 Course, you created a Portfolio. In every other course that you take in this Principal Preparation Program, you will add assignments from that course to your Portfolio. At the end of the program, in your Internship course, you will submit a Final Portfolio that is a comprehensive summative evaluation of the work you have done in this Principal Program. You will add key assignments from each course in the program to your Portfolio as you go through the program. You also may add any other assignments for which you are particularly proud of your work. The mandatory assignments in this class, which you must place in your Portfolio and submit in this course are as follows:

- a. Book Review (Assn 4) (Competencies 1, 2, & 7)
- b. Textbook Assignment 3, Culture Model (Competency 1)
- c. Textbook Assignment 5, Leadership Style (Competency 7)
- d. Textbook Assignment 8, Professional Development Plan - to facilitate change (Competency 5)

Technical Instructions: You will link the assignments you are including to the PPT Portfolio, and submit in Assignments. The links will not work in Blackboard but you need to be sure they do work and that the assignment is in your Portfolio folder because you will have to submit your entire Portfolio folder (with working links) in your Internship course at the end of this program.

Please note: It is assumed that the electronic portfolio submitted already contains the required PowerPoint with basic components that include: a Table of Contents, Leadership framework, long-term goals, and class assignments listed by Texas Principal Competency. The assignments listed in the PowerPoint must be linked to the actual assignment. All class assignments in the PowerPoint must be labeled by course number, course name, and descriptive phrase. The phrase may contain abbreviations. Electronic Portfolios that DO NOT contain these basic components will not be accepted and students will not receive credit for this course until the Electronic Portfolio is submitted

with the correct components. A copy of the instructions for creating the Electronic Portfolio for ED5330 and a model PowerPoint are attached here for students to review to ensure that their Portfolio contains all basic requirements.

Attendance:

Students are expected to attend all required classes and be on-time whether it is a video – conference or in-person meeting. Students must notify the instructor in advance if unable to attend a class or immediately after missing class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make up work is **at the discretion of the instructor** as it relates to “explained or excused” absences. **The Absences/Class Attendance policy includes all absences excused or unexcused.** In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

SRSU Class Attendance policy states “The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences.” SRSU policy states “An absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences” (p. 21, SRSU Student Handbook). Therefore, non-attendance for Weekend Format classes calculates to: Saturday (7 hrs of class time) = 8.4 absences and Sunday (4 hrs of class time) = 4.8 absences. Missing one week-end is sufficient absence for the instructor to drop a student.

Schedule of Activities:

Aug. 24 **Class Begins**

Sept. 1 View Welcome to Class Video;
DUE
Review Course Portion: Student Information Sheet
Theory Portion: Stopwatch video, Stopwatch quiz

Sept. 8 **DUE**
Review Course Portion: Review Session 1 PPT; Textbook Chapters 1, 2, 3, 12 and 13; Quiz 1; DUE CERTIFY TEACHER TEST RESULTS
Theory Portion: Read Lunenberg Chapter 1, Lunenberg Chapter 1 practice activities and chapter assignment, Lunenberg Chapter 1 quiz

Sept. 15 **DUE**
Review Course Portion: Review Session 2 PPT; Read Wilmore Textbook 4, Quiz 2
Theory Portion: Read Lunenberg Chapter 2, Lunenberg Chapter 2 practice activities and chapter assignment, Lunenberg Chapter 2 quiz

Sept. 22 **DUE**
Review Course Portion: Review Session 3 PPT; Read Textbook Chapter 5; Quiz 3; DOMAIN I TEST

	Theory Portion: Read Lunenberg Chapter 3, Lunenberg Chapter 3 practice activities and chapter assignment, Lunenberg Chapter 3 quiz
Sept. 29	DUE Review Course Portion: Review Session 4 PPT; Read Textbook Chapter 6; Quiz 4 Theory Portion: Read Lunenberg Chapter 4, Lunenberg Chapter 4 practice activity and chapter assignment, Lunenberg Chapter 4 quiz
Oct. 6	DUE Review Session 5 PPT; Read Textbook Chapter 7; Quiz 5
Oct. 13	DUE Review Course Portion: Review Session 6 PPT; Read Textbook Chapter 8; Quiz 6 Theory Portion: Read Lunenberg Chapter 4&5, Lunenberg Chapters 4 &5 practice activities and chapter assignments, Lunenberg Chapters 4& 5 quizzes
Oct. 20	DUE Review Course Portion: Review Session 7 PPT; Read Textbok Chapter 9; Quiz 7; DUE DOMAIN II TEST
Oct. 27	DUE Review Course Portion: Review Session 8 PPT; Read Chapter 10; Quiz 8
Nov. 3	DUE Review Course Portion: Review Session 9 PPT; Read Chapter 11; Quiz 9; DUE DOMAIN III TEST Theory Portion: Read Lunenberg Chapters 7& 8, Lunenberg Chapters 7& 8 practice activity and chapter assignment, Lunenberg Chapters 7&8 quizzes
Nov. 3-17	Review Course Portion: Final Retests
Nov. 10	Review Portion: Portfolio Theory Portion: BOOK REVIEW
Nov. 21	Class Ends