



Sul Ross State University Department of Education

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ED 5302 The Principalsip, Spring I 2016

Required Text:

Wilmore, Elaine. Passing the Principal TExES Exam; Keys to Certification & School Leadership
Corwin Press. (ISBN 978-1-4522-8601-3)

Supplemental Materials:

Wilmore, Elaine. Passing the Principal TExES Exam; Practice Tests for Success.
Corwin Press. (ISBN 978-1-4833-1936-0)

Certify Teacher – Principal Exam. (Preparation software for educator certification). We recommend that you purchase the “online exam” because you can practice immediately and share your results with us so we can clear you to take the real exam. www.certifyteacher.com

Course Description:

This is an online course that will help you prepare to take the TExES Principal exam. While you will be required to take many quizzes and full length practice test in this class, you will not be graded on the results of these exams, you instead will be graded on completion and reflection of your results.

At the completion of this class you may choose to take a “qualifying exams” on Certify Teacher. You must score a 260 or above on this exam and complete AEL and T-TESS classes (through your Region Service Center) before you will be cleared to take the “real” TExES exam for Principals. You must score the 260 within the first 2 attempts on Certify Teacher to be able to take the real exam. We do not give test clearance on the first attempt in June/July/August, so more than likely you should be looking to take the state exam in September at the earliest.

ED 5302 contributes to the following Program Learning Outcomes (PLOs):

- Students will know how to share campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. (001)
- Students will know 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. (002)
- Students will know how to act with integrity, fairness, and in an ethical and legal manner. (003)
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning. (004)
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. (005)
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management. (006)
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment. (007)
- Students will know how to apply principles of effective leadership and management. (008)
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment. (009)

ED 5302 will address the following Student Learning Outcomes (SLOs):

Upon successful completion of this course, the student will be able to:

- Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
- Ensures that parents and other members of the community are an integral part of the campus culture.
- Implement strategies to ensure the development of collegial relationships and effective collaborations.
- Respond appropriately to diverse needs in shaping the campus culture.
- Use various types of information to develop a campus vision and create a plan for implementing the vision.
- Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- Acknowledge and celebrate the contribution of students, staff, parents, and community members toward realization of the campus vision.
- Communicates effectively with families and other community members in varied educational context.
- Apply skills for building consensus and managing conflict.

- Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- Develop and implement strategies for effective internal and external communication.
- Develop and implement a comprehensive community relations program.
- Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- Model and promotes the highest standard of conduct, ethical principles and integrity in decision-making, actions and behaviors.
- Implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators.
- Apply knowledge of ethical issues affecting education.
- Articulate the importance of education in a free democratic society.
- Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.
- Implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision-making.
- Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
- Use strategies for promoting collaborative decision-making and problem-solving, facilitating team building and developing consensus.
- Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.
- Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

TExES Competencies Covered in ED 5302:

Principal

Competency 001 The principal knows how to share 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 curriculum and strategic plans that enhance teaching and learning.

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 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, resources, financial management and technology use.

Competency 009 The Principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Course Assignments:

1. Readings and Reflections

A large part of the graduate student responsibility in this course will be to devote time to the required readings. Each week you will be assigned a reading in which you will be asked to complete and to reflect on what you learned about the Principal exam. You will then write a reflective paper 2 to 3 pages in length and discuss your reflection on your learnings. Each paper will be worth 20 points. **All responses should be typed in a Word document, saved, and then uploaded to Bb. Do not type your responses directly into the text boxes!*

2. Quizzes and Analysis:

Beginning in week 2 and continuing through week 12 you will be given quizzes to take. These quizzes will be in the same format as the real TExES exam, will usually contain 2 or 3 scenarios and 10 to 15 questions. You are to complete the quiz and then analyze your results. You are to write me a one page paper analyzing your results telling me why you think you missed certain questions and which domains these questions came from. Completing the quiz will be worth 15 points and the written analysis will be worth another 5 points for a total of 20 points per weekly assignment.

3. Full Length Test :

In weeks 5 and 13 you will take a full length Test that will very much resemble the “real” TExES exam for Principals. You should allow 3 hours to take these tests and **once you begin the test you must complete it.** After completing the exam analyze your results and write a paper, up to 5 pages in length, which summarizes your strengths and weaknesses in each domain as shown through your results. Completing the test is worth 50 points and completing the analysis paper is worth 50 points, making each full length test assignment worth a 100 points.

4. Final Project:

After completing all course assignments, the student should reflect on all the assessments and write a final reflection paper. This paper should detail your strengths and weaknesses in the domains and how you propose to remediate to further prepare yourself for the TExES Principal exam. The paper should be approximately 5 pages in length and is worth 100 points

Grading Details:

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| Readings and Reflections | 12 @ 20 points each | 240 |
| Quizzes and Analysis | 10 @ 20 points each | 200 |
| Full Length Test | 2 @ 100 points each | 100 |
| Final Project | 1 @ 100 points each | <u>100</u> |
| TOTAL | | 640 Possible Course Points |

A=576 to 640 points, B=512 to 575 points, C=448 to 574 points, D=384 to 447, F=below 384

*Quizzes, discussions, assignments, or papers not completed will receive zero points.

Assignment Schedule and Details:

Week 1: Tuesday, January 19 – Sunday, January 24

Reading and Reflections on Preface, Chapter 1 and 2.

Week 2: Monday, January 25 – Sunday, January 31

Reading and Reflections on Chapter 3.

Quiz and Analysis #1

Week 3: Monday, February 1 – Sunday, February 7

Reading and Reflections on Chapter 4.

Quiz and Analysis #2

Week 4: Monday, February 8 – Sunday, February 14

Reading and Reflections on Chapter 5.

Quiz and Analysis #3

Week 5: Monday, February 15 – Sunday, February 21

Reading and Reflections on Chapter 6.

Full Length Test #1

Week 6: Monday, February 22 – Sunday, February 28

Reading and Reflections on Chapter 7.

Quiz and Analysis #4

Week 7: Monday, February 29 – Sunday, March 6

Reading and Reflections on Chapter 8.

Quiz and Analysis #5

Week 8: Monday, March 7 – Sunday, March 13

Reading and Reflections on Chapter 9.

Quiz and Analysis #6

Spring Break – March 14 – 18, we're at mid-term as well.

Week 9: Monday, March 21 – Sunday, March 27

Reading and Reflections on Chapter 10.

Quiz and Analysis #7

Week 10: Monday, March 28 – Sunday, April 3

Reading and Reflections on Chapter 11.

Quiz and Analysis #8

Week 11: Monday, April 4 – Sunday, April 10

Reading and Reflections on Chapter 12.

Quiz and Analysis #9

Week 12: Monday, April 11 – Sunday, April 17

Reading and Reflections on Chapter 13 &14.

Quiz and Analysis #10

Week 13: Monday, April 18 – Sunday, April 24

Full Length Test #2

Week 14: Monday, April 25 – Sunday, May 1

Final Reflection Paper Posted.

Week 15: Monday, May 2 – Sunday, May 8

Final Reflection Paper Due. Must also be posted in your Portfolio.

Week 16: Monday, May 9 – Thursday, May 12

Your Portfolio must be shared with me so I can assess progress and post final grades.

Course Grading:

All assignments will be posted by Monday at noon and will be due on Sunday at 11:59pm (unless otherwise stated on the assignment).

Please monitor your “My Grades” area in Blackboard for grades on assignments.

Course Policies:

Late Assignments: I will accept late work for three days after the deadline with a 20% deduction in your grade per day late, after the 3 days I will not accept any late work. NEVER EMAIL ANY ASSIGNMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO, I can only accept them and grade them through Blackboard.

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: -Turning in work as original that was used in whole or part for another course and/or professor; -turning in another person's work as one's own; -copying from professional works or internet sites without citation; -collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator 432-837-8203
Ferguson Hall Rm. 112
Counseling and Accessibility Services

This course syllabus is intended to be a guide and may be amended with adequate notice from the professor as necessary with appropriate notification to the students.