Sul Ross State University
Department of Education

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Office Hours	Monday thru Wednesday 8:00 to 11:30	Virtual Office Hours	As needed

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ED 5330 Introduction to School Administration, Spring 2016

Required Text:
Ubben, Hughes, & Norris. The Principal: Creative Leadership for Excellence in Schools, 8/E. Pearson Press. (ISBN-10: 0133488993).

Course Description:
This is an online course that critically examines the theory and practice of leadership and management in school administration. Students work to transform theories into practical application for instructional supervision and leadership within the school setting. This course will provide an overview of the Principal Preparation Program, principal standards as set by TEA, domains and competencies in the TExES, and other campus-based administrative duties.

ED 5330 contributes to the following Program Learning Outcomes (PLOs):

1. The graduating student will demonstrate that he/she 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. The graduating student will demonstrate that he/she can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).

3. The graduating student will demonstrate that he/she can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective environment

(Administrative Leadership Domain).

ED 5330 will address the following Student Learning Outcomes (SLOs):

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

1. Fully understand the Principal Preparation program and all the components that are needed to successfully complete the program, graduate, and become a successful principal.
2. Understand the components of the principal portfolio and how to develop and add material to your portfolio. You will also need to understand what will be expected of you to defend your portfolio.
3. Reference the TExES Preparation Manual (068) for Principals and be fully aware of Competencies and Domains that and how they are used to comprise the principal examination.
4. Fully understand the standards required for principal certification as set in the Texas Administrative Code Title 19, Part 7, Chapter 241 and all corresponding competency statements and descriptive statements.
5. Understand the role of the school leader as an instructional leader.
6. Develop a philosophy of education and school learning
7. Understand the role and theory in improving supervisory practice.
8. Develop an understanding of school leadership and its importance.
9. Develop leadership skills and the ability to analyze the leadership model or perspective of other school leaders.
10. Understand barriers to communication and develop skills to improve communication in the school system.

TExES Competencies Covered in ED 7304:

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.

C**ompetency 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.

Course Assignments:

1. Reflective question(s) from text book readings:

For the first 15 weeks you will be assigned a chapter to read in the textbook. At the conclusion of each chapter you will either be given specific reflective questions about the chapter or asked to pick the part of the chapter that interested you the most and to write a reflection on your thoughts about that particular issue. Reflections could agree or disagree with the author's opinion and convey your feelings and opinions about the topic. I would expect you to reference your experiences in your current job and past job(s) for the basis of your opinion. Each week the reflective question(s) 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. Content quizzes from the text book readings:

As previously stated in course assignment #1, for the first 15 weeks you will be assigned a chapter to read in the textbook. At the conclusion of each chapter I will provide you with very specific questions (quiz) that you are to answer. Feel free to reference your textbook chapter to make sure that you correctly answer the questions. Each week the content quizzes will be worth 10 points.

3. Program organizational assignment:

You will be given specific instructions on developing a 2 inch three ring binder to organize your material as you complete the Principal Preparation Program. This binder will have multiple dividers to organize important materials for future reference and to help prepare you for final portfolio defense at the conclusion of the program. This assignment is worth 30 points.

4. Questionnaire:

I will develop a questionnaire document that you will fill out so that I can fully understand where you are in your career and your career goals. This assignment is worth an easy 30 points.

5. Resume:

I will ask you to upload a resume by mid-term for my review and I will make comments and ask you to turn in a revision after that. I will provide resources and examples for you to use. This assignment is worth 100 points.

6. Portfolio assignment:

I will provide you a specific list of items that I would like you to upload into your student portfolio near the conclusion of this class. The materials that you are asked to upload will come from some of the previous assignments. This assignment is worth 50 points.

7. Term paper:

The purpose of this assignment is for you to get the perspective of practicing principals. You will interview three practicing principals' specific questions that will be provided and any follow up questions that you believe to be relevant. You should record the interviews for future reference as you write your paper (smart phones work great for this). This paper should be at least 5 pages in length, double-spaced, and should not exceed 8 pages in length. The paper should be written in APA style, with references to our textbook and any other references you would like to make. This assignment is worth 150 points.

Grading Details:

Reflective questions	15@ 20 points each	300
Content quizzes	15@ 10 points each	150
Organizational assignment	1@ 30 points	30
Questionnaire	1@ 50 points	50
Resume	1@ 100 points	100
Portfolio	1@ 50 points	50
Term paper	1@150 points	150
	TOTAL	**830 Possible Course Points**

A=747 to 830 points, B=664 to 746 points, C=581 to 663 points, D=498 to 580, F=below 498

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

Assignment Schedule and Details:

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

Read chapter 1 in text and complete:

- Reflective question(s)
- Content quiz

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

Read chapter 2 in text and complete:

- Reflective question(s)
- Content quiz

Complete questionnaire

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

Read chapter 3 in text and complete:

- Reflective question(s)
- Content quiz

Program organizational assignment posted

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

Read chapter 4 in text and complete:

- Reflective question(s)
- Content quiz

Program organizational assignment due

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

Read chapter 5 in text and complete:

- Reflective question(s)
- Content quiz

Resume assignment posted

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

Read chapter 6 in text and complete:

- Reflective question(s)
- Content quiz

First draft of resume due

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

Read chapter 7 in text and complete:

- Reflective question(s)
- Content quiz

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

Read chapter 8 in text and complete:

- Reflective question(s)
- Content quiz

Final resumes due with corrections and additions

Spring Break March 14 through March 20. This is also Mid-term

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

Read chapter 9 in text and complete:

- Reflective question(s)
- Content quiz

Term paper assignment

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

Read chapter 10 in text and complete:

- Reflective question(s)
- Content quiz

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

Read chapter 11 in text and complete:

- Reflective question(s)
- Content quiz

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

Read chapter 12 in text and complete:

- Reflective question(s)
- Content quiz

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

Read chapter 13 in text and complete:

- Reflective question(s)
- Content quiz

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

Read chapter 14 in text and complete:

- Reflective question(s)
- Content quiz

Term paper due

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

Read chapter 15 in text and complete:

- Reflective question(s)
- Content quiz

Portfolio assignment

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

Portfolio's due

Course Grading:

*Reading assignments will be organized by weeks in blackboard. I will open up the assignments on Monday and all reading assignments are due by midnight Sunday. Other assignments will have very specific deadline and I will expect them to be turned in on time

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

Course Policies:

Late or Missing 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. DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!

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.