



Sul Ross State University Department of Education

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ED 7304 Educational Leadership for Principals, Spring I 2016

Required Text:

Bennis, W., and Thomas, R. (). Leading for a Lifetime.
Harvard Business School Press. (ISBN 978-1-4221-0281-7)

Schlechty, P. (). Leading for Learning; How to Transform Schools into Learning Organizations.
Jossey-Bass Publishing. (ISBN 978-0-7879-9434-1)

Course Description:

This is an online course that critically examines the theory and practice of leadership and management in school administration. We will cover competencies 001, 002, 003, and 007 in the TExES Principal Preparation Manual and detailed in the Program Learning Outcomes.

This class is more reflective in nature, in which you should be examining your own leadership skills and determining how you can become a more effective leader. With that said, the more you put into the class, the more you will get out of the class.

ED 7304 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 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 apply organizational, decision-making and problem-solving skills to ensure an effective learning environment. (007)

ED 7304 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.
- Models 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 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.

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

Course Assignments:

1. Chapter Readings:

A large part of the graduate student responsibility in this course will be to devote time to the required readings. Each of the first 12 weeks of this semester you will be given reading assignments, usually with guiding questions. You are to complete the reading and turn in a paper, 3 to 4 pages in length, reflecting on your reading. I'm not looking for you to tell me what the chapter discussed, I looking for your opinion of what was discussed. 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. Discussion Board Activities:

Every other week, for the first 12 weeks, you will be responsible for a discussion board post. For maximum points, an initial post should be made by Wednesday to allow for maximum collaboration. Initial posts submitted after Wednesday will have points deducted for "timeliness." Your requirements in this area include an initial post and **at least two comments on other classmates post**. Discussion Board topics will be based on six TED talk videos (I will tell you where to find links, if you have problems, email me). I will give you guiding questions to help you in your discussion, but you should also use personal/professional experiences to accent your posts. For maximum points please demonstrate critical thinking and true reflection. Each discussion board post is worth 20 points.

3. Self-Assessment of Leadership :

I will provide you a list of questions to make you reflect on your leadership abilities and competencies. You will complete this assessment in detail and turn it in to me **and** place this in your Portfolio for your final portfolio presentation. This paper should be approximately 6 to 8 pages - double-spaced. 50 points.

4. Final Project:

After completing course assignment #3, the student should reflect on the self-assessment and, as new knowledge and information is obtained in class activities, the student will write (or re-write)

your leadership Philosophy and Educational Philosophy. These Philosophies should be a Paragraph or two long and thoroughly reflect your ideologies in leadership and education. These Philosophies should be turned in to me **and** placed in your Portfolio. This assignment is worth 50 points.

Grading Details:

Chapter Readings	12@ 20 points each	240
TEDtalk Discussions	6@ 20 points each	120
Self-Assessment	1@ 50 points each	50
Final Project	1@ 50 points each	<u>50</u>
TOTAL		460 Possible Course Points

A=414 to 460 points, B=368 to 413 points, C=322 to 367 points, D=275 to 321, F=below 275

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

Assignment Schedule and Details:

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

Chapter Reading: Preface and Chapter 1 in Leading for a Lifetime; complete assignment.

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

Chapter Reading: Chapter 2 in Leading for a Lifetime; complete assignment.

Discussion Board: TEDtalk #1

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

Chapter Reading: Chapter 3 in Leading for a Lifetime; complete assignment.

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

Chapter Reading: Chapter 4 in Leading for a Lifetime; complete assignment.

Discussion Board: TEDtalk #2

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

Chapter Reading: Chapter 5 in Leading for a Lifetime; complete assignment.

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

Chapter Reading: Chapter 6 in Leading for a Lifetime; complete assignment.

Discussion Board: TEDtalk #3

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

Chapter Reading: Chapter 1 in Leading for Learning; complete assignment.

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

Chapter Reading: Chapter 3 in Leading for Learning; complete assignment.

Discussion Board: TEDtalk #4

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

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

Chapter Reading: Chapter 5 in Leading for Learning; complete assignment.

Discussion Board: TEDtalk #5

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

Chapter Reading: Chapter 9 in Leading for Learning; complete assignment.

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

Chapter Reading: Chapter 10 in Leading for Learning; complete assignment.

Discussion Board: TEDtalk #6

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

Chapter Reading: Chapter 12 & 13 in Leading for Learning; complete assignment.

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

Self-Assessment assignment posted

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

Self-Assessment assignment due at the end of the week, and needs to be posted to your Portfolio.

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

Final Project – Educational and Leadership Philosophies. Must be turned in and 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:

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
Ferguson Hall Rm. 112
Counseling and Accessibility Services

432-837-8203

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.

