



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

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 Student Learning Outcomes (SLOs):

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 Objectives:

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.

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.

Course Assignments:

1. Content quizzes from the text book readings:

Every week you will be assigned 2 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 for a total of 100 points. **You should read the rest of the chapters at some point to help you gain insight into being an administrator, we just do not have time to cover them.**

2. 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 50 points.

3. Preambles:

There are 3 important documents that you will start your portfolio with: Introduction, 3 year goals, and educational philosophies. You will write each of these short documents and submit them to me for review and grading. At the end of the semester you will place them into your newly created portfolio and share your portfolio with me. Each document will be worth 30 points. For a total of 90 points

4. 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.

5. Term paper:

The purpose of this assignment is for you to get the perspective of a practicing principal. You will interview a practicing principal with 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 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.

Grading Details:

Content quizzes	10@ 10 points each	100
Organizational assignment	1@ 50 points	50
Preambles	1@ 90 points	90
Resume	1@ 100 points	100
Term paper	1@100 points	100
Portfolio	1@ 50 points	<u>50</u>

TOTAL

490 Possible Course Points

A=441 to 490 points, B=397 to 440 points, C=357 to 396 points, D=321 to 356, F=below 321

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

Assignment Schedule and Details:

Week 1: Wednesday, May 31 – Sunday, June 4

Read chapters 1 and 2 in text and complete quizzes

Complete organizational assignment

Week 2: Monday, June 5 – Sunday, June 11

Read chapters 3 and 4 in text and complete quizzes

Preamble and resume assignments posted

Week 3: Monday, June 12 – Sunday, 18

Read chapters 5 and 6 in text and complete quizzes

Preambles and resume due

Week 4: Monday, June 19 – Sunday, June 25

Read chapters 7 and 8 in text and complete quizzes

Term Paper assignment posted

Week 5: Monday, June 26 – Sunday, July 2

Read chapters 9 and 10 in text and complete quizzes

Term Paper due

Portfolio assignment

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
Ferguson Hall Rm. 112
Counseling and Accessibility Services

432-837-8203

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing

these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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.