



## Sul Ross State University Department of Education

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### **ED 7304 Educational Leadership for Principals, Summer 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 Student Learning Outcomes (SLOs):**

- 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 Objectives:**

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.

### **TEExES 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 week of this semester you will be given multiple 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 readings. I'm looking for you to tell me what the chapter discussed **AND** I'm 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. TedTalk Discussion Board Activities:

Every week you will be responsible for watching a TedTalk and participating in a discussion board. For maximum points, an initial post should be made by Wednesday to allow for maximum collaboration. Initial posts submitted after Friday 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 five TedTalk 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.

#### 5. Portfolio Assignment

After completing assignment 3 and 4 you will add those documents to the proper place in your portfolio and share the portfolio with me.

#### **Grading Details:**

|                     |                   |                                   |
|---------------------|-------------------|-----------------------------------|
| Chapter Readings    | 5@ 20 points each | 100                               |
| TedTalk Discussions | 5@ 20 points each | 100                               |
| Self-Assessment     | 1@ 50 points each | 50                                |
| Final Project       | 1@ 50 points each | 50                                |
| Portfolio           | 1@ 50 points      | <u>50</u>                         |
|                     | <b>TOTAL</b>      | <b>350 Possible Course Points</b> |

**A=315 to 350 points, B=283 to 314 points, C=255 to 282 points, D=229 to 254, F=below 228**

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

#### **Assignment Schedule and Details:**

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

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

Discussion Board: TedTalk #1

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

Chapter Reading: Chapter 2 and 3 in Leading for a Lifetime; complete assignment.

Discussion Board: TedTalk #2

##### **Week 3: Monday, June 12 – Sunday, June 18**

Chapter Reading: Chapter 4, 5 and 6 in Leading for a Lifetime; complete assignment.

Discussion Board: TedTalk #3

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

Chapter Reading: Chapter 1, 5 and 9 in Leading for Learning; complete assignment.

Discussion Board: TedTalk #4

Self-Assessment Assignment

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

Chapter Reading: Chapter 10,12 and 13 in Leading for Learning; complete assignment.

Discussion Board: TedTalk #5

Final Project

Portfolio Assignment

**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

**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.**