

Sul Ross State University Rio Grande College

Department of Education



The Principalship ED5302

SYLLABUS

FALL 2018

INSTRUCTOR:

Miriam Muniz, Ph.D.

Office: 205 Wildcat Dr.—Del Rio Center

Office Hours: By appointment

Phone: (830) 703-4842

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Email: mmuniz-quiz@sulross.edu

CLASS MEETING TIME: Split-Web Class

Mondays 6:00-8:45

T01	11732	DR	RM-109
T02	11733	EP	RM-B111
T03	11734	UV	RM-B113

COURSE DESCRIPTION:

- ❖ Examines the role of the administrator as an educational leader with a study of individual conferencing, group dynamics, and public opinion.

STUDENT EXPECTATIONS:

- ❖ Students will examine, discuss, and evaluate on a weekly basis the various topics germane to the working school principal.
- ❖ Students will discuss through group mechanisms grounding theories of leadership gained through various expert writings.
- ❖ Students will reflect upon community and accountability aspects of leadership through evaluative writings.
- ❖ Students will synthesize specific area learnings in school leadership through a major paper preparation and presentation.
- ❖ Students will explore and discuss topical issues gleaned through article searches and examinations.
- ❖ Students will demonstrate mastery of school principal topics, including preparation for the state certification exam, through class examinations.

STUDENT LEARNING OBJECTIVES

- ❖ **SCHOOL CULTURE (School & Community Leadership):** Students will demonstrate the ability and knowledge to establish and implement a shared vision and culture of high expectations for all stake-holders (students, staff, parents, and community). Students will demonstrate mastery working with stakeholders as key partners to support student learning.
- ❖ **LEADING LEARNING (Instructional Leadership-Teaching & Learning):** Students will demonstrate the ability to collaboratively develop and implement high-quality instruction. Students will demonstrate the ability to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
- ❖ **HUMAN CAPITAL (Human Resource Management):** Students will demonstrate the ability to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. Students will demonstrate the ability to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
- ❖ **EXECUTIVE LEADERSHIP (Communication and Organizational Management):** Students will demonstrate the ability to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences. Students will demonstrate mastery on improving student outcomes through organizational collaboration, resiliency, and change management.
- ❖ **STRATEGIC OPERATIONS (Alignment and Resource Allocation):** Students will demonstrate ability to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. Students will demonstrate ability to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- ❖ **ETHICS, EQUITY, AND DIVERSITY:** Students will demonstrate ability to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
- ❖ The student will demonstrate proficiency in communicating and collaborating with members of the school community (teachers, students, parents, community) on instructional issues that ensure student success.
- ❖ The student will demonstrate ability to implement a staff evaluation and development system to improve the performance of all school staff members based upon research data and educational best practice.
- ❖ The student will demonstrate ability to apply principles of effective leadership and management in relation to campus personnel and resource utilization based upon research data.

TEXT: Vornberg, J. A. & Hickey, W. D. (Eds.) (2018). Texas public school organization and administration 2018 (16th ed.). Dubuque, IA: Kendall Hunt.

Sherman, R. & Mixon, J. The Principal's Companion 3rd Edition. ISBN: 978-0-7617-4664-2

TRUE LEADERS DON'T CREATE FOLLOWERS, THEY CREATE MORE LEADERS.

COURSE CALENDAR: ACTIVITIES AND READING:

Aug. 27	Introduction: Review of course syllabus
Sept. 3	Labor Day - No Monday Class
Sept. 10	Chapter 8- The Principal: Campus Leadership
Sept. 17	Study.com
Sept. 24	Chapter 9- Curriculum & Instruction
Oct. 1	Study.com
Oct. 8	Chapter 10- Texas Assessments & School Accountability
Oct. 15	Study.com
Oct. 22	Chapter 11- The Principal and Human Resources, Budgeting & Facilities
Oct. 29	Study.com lessons

Nov. 5	Chapter 12- Cultivating Communication in Public Schools
Nov. 12	Study.com lessons
Nov. 19	Thanksgiving Week
Nov. 26	Sherman/Mixon
Dec. 3	Sherman/Mixon
Dec. 10	Final

More the
knowledge
lesser the ego.
Lesser the
knowledge
more the ego.
A. Einstein

ASSIGNMENTS:

All students are expected to attend class regularly and be on time. Because this is a graduate course, expectations for participation are heightened. The value of this program resides both in the shared discourse, lecture, and networking of class members. Phones: please turn your cell phone off.

Leadership Chapter Book Presentation & Article Presentation: The presentation should last 4560 minutes and can include discussion, evaluation, and assessment. Students should prepare four discussion questions beforehand to guide discourse and to submit. Article presentation: Students will select a total of three articles over topics relating to the assigned chapter. Students will reproduce copies for each student in class, including references. Credible on-line sources and newspaper articles are acceptable, but periodical articles are preferred (Educational Leadership, Texas Study of Secondary Education, Phi Delta Kappan, etc.)

Study.com: Principalship course. To be discussed in class.

Reflection Papers: Four, 2 page reflective pieces on topics discussed during this class.

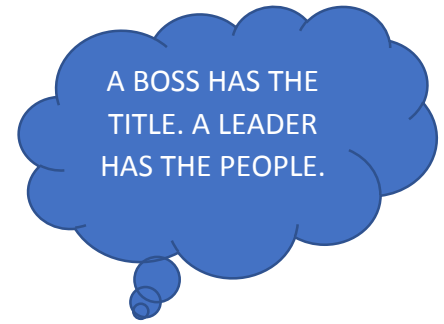
Students receiving a final grade of D or F must repeat the course. Incomplete grades will be given only with a doctor's signed notification.

POSSIBLE POINTS:

Vornberg Chapter Presentations	100
Study.com lessons	200
Reflection Paper(s)	50 points each

NON-DISCRIMINATION STATEMENT:

No person shall be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity sponsored by SRSURGC on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, gender, age, or disability.



DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require 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.

ADA SUL ROSS STATE UNIVERSITY is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mrs. Kathy Biddick. Her office number is (830) 279-3003. Her email address is kbiddick@sulross.edu.

FALL 2018 ACADEMIC CALENDAR

AUGUST 27- DECEMBER 14

August 27 Classes begin, late registration and schedule changes begin. Late registration fees apply.

August 30 Last day for late registration and schedule changes.

September 3 Labor Day holiday, no classes

September 4 Last day to drop 1st 8 week course without creating an academic record. September 12 Twelfth class day, 16 week term. Last day to drop a 16 week term course without creating an academic record

September 21 Last day to apply for December 2018 graduation without a late fee. After today, a \$25.00 late fee will be charged.

September 28 Last day to apply for student teaching for Spring 2019 semester; Last day for students enrolled in 1st 8 week courses to drop a course and receive a "W." Second payment due for Optional Payment Plan Fall 2018

October 19 Final exams, 1st 8 week term

October 22 Final grades for 1st 8 week term students; must be submitted by noon; Mid-term, 16 week term; Classes begin, 2nd 8 week term
October 25 Last day for schedule changes, 2nd 8 week term

October 26 Last payment date for Optional Payment Plan for Fall 2018

October 29 Last day to drop 2nd 8 week course without creating an academic record.

November 16 Last day to withdraw from the university or to drop courses with grade of "W." Drops must be processed and in the Admissions office by 4 p.m. *Last day to apply for December 2018 graduation. A \$25.00 late fee will be charged. No applications will be accepted for December 2018 after this date.

November 21-23 Thanksgiving Day holiday (Begins after the last scheduled Wednesday-Friday class meets on Tuesday, November 20.)

November 26 Last day for students enrolled in 2nd 8 week course to drop a course and receive a "W."
December 6 Last class day before finals, 16 week term

December 10-13 Final exams, end of term, 16 week term
December 12 Final exams, end of term, 2nd 8 week term

December 14 Final grades for graduating students due; grades must be submitted by noon; Fall commencement for Alpine, Pete P. Gallego Center, 7 p.m.

December 15 Fall commencement for RGC, Uvalde High School Auditorium, 7:30 p.m.

December 17 Final grades for continuing students due; grades must be submitted by noon
*Undergraduate students may not apply for graduation if the core curriculum requirements have not been completed. Official transcripts must be sent to Sul Ross RGC for all courses taken at other colleges or universities.