

- B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006- The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

Texas Education Agency. Texas Examinations of
Educator Standards (TEXES) Program Preparation
Manual: A Candidate and Program Planning Guide

Principal as Instructional Leader (268) pg. 12-13

Human Capital- The principal:

1. Invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes.
2. Ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable.
3. Uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

4. Coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities.
5. Facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school.
6. Creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team.
7. Collaboratively develops, implements, and revises a comprehensive and ongoing plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information.
8. Ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.
9. Implements effective, legal, and appropriated strategies for the recruitment, selection, assignment, and induction of campus staff.
10. Plans for and adopts early hiring practices.

Vornberg, J.A. & Hickey, W. D., (2018). Texas Public School Organization and Administration: A Project of Texas Council of Professors of Educational Administration. Kendall Hunt Publishing Co., (Pg.545-547).

COURSE REQUIREMENTS:

1. This course is reading intensive. The work of a graduate student/scholar is to join a conversation through research - by figuring out what people have been saying about the class topic and to take a well-reasoned, carefully supported position of your own within that conversation to both acquire, reshape, and create valuable knowledge. As a way of developing your voice and ideas, this class will be run as a discussion-centered workshop, which means that you will need to be prepared, every day, to participate meaningfully in the class, which includes **DOING THE READING, ALL OF IT, EVERY DAY** in a thoughtful, engaged way; actively participating in discussion; and carrying your share of work in smaller group activities.
2. Regular class attendance is **expected**. This is a split-web course which means students are expected to do considerable readings/assignments outside of the allotted class meetings. More than one (1) absence will result in the lowering of the final grade. If a true emergency arises, please contact me and bring your attending physician's note explaining the illness (this does not excuse a student from handing in late work). Daily attendance will be taken. **Class starts on time**. Being tardy disrupts the flow of class. Two tardies/early departures equal one absence. Late assignments will be honored only in cases of emergency through arrangements with the professor.

3. Graduate level courses allow the practitioner to develop their personal and academic development. As a professional in the field of education, you bring a wealth of personal and professional experience and practical knowledge. This course is not designed in a lecture format. I expect you to participate in class discussions by sharing your personal and professional experiences. Dialogue and writing are essential aspects of comprehension.

Critical Book Review. The critical review will entail 5 sections (see handout)
HBR's 10 Must Reads on Managing People (with featured article "Leadership That Gets Results," by Daniel Goleman)

ISBN-10: 9781422158012

ISBN-13: 978-1422158012

4.

Readings/Activities

- | | |
|----------------|---|
| May 30 | Review Syllabus
Chapter 1: Personnel and the National Standards |
| June 4 | Personnel and School Culture
Guest speaker: Mrs. Aidee Garcia
SFDRCID Human Resource Director |
| June 11 | Personnel and the Principal
Personnel and Communication |
| June 18 | Study.com quizzes due |
| June 25 | Personnel and Conflict Resolution
Personnel and Recruitment and Selection |
| July 2 | Personnel and Induction and Mentoring Programs
Personnel and Adverse Situations |
| July 5 | Critical Book Review Due |

*****I RESERVE THE RIGHT TO ALTER (ADD OR DELETE) ANY ASPECT OF THIS SYLLABUS*****

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.

NON-DISCRIMINATION STATEMENT

No person shall be excluded from participation in, denied the benefits of, or be subject 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, sex, age, or disability. (Think: Plessy V. Ferguson & Brown V. Topeka Board of Education)

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.

Summer I 2019 Academic Calendar May 29-July 5

May 27	Memorial Day holiday. University closed.
May 29	Classes begin, late registration and schedule changes begin; payment must be concluded by this day
May 31	Last day for registration and schedule changes
June 3	Fourth class day Last day to register for shortened format classes
June 5	Shortened format classes begin
June 19	Mid-Semester

June 20	Last day to drop a course with a "W." Drops must be processed and in the Admission's office by 4:00 p.m.
June 21	*Last day to apply for Summer 2019 graduation. A \$25.00 late fee will be charged. No applications for Summer 2019 graduation will be accepted after this date.
July 3	Final exams Monday/Wednesday classes
July 4	Fourth of July Holiday - University closed
July 5	Final exams Tuesday/Thursday classes
July 8	Final grades due; grades must be submitted by noon Note: No Optional Payment Plan for summer sessions *U

Academic Honesty Policy

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does

not apply to the typing of a rough and/or final version of an assignment by a professional typist.

8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.

9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

"Academic work" is defined as the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade. All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Dean, and eventually to the Executive Vice President and Provost before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/ or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. In the case of flagrant or repeated violations, the Executive Vice President and Provost may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.