

# Syllabus | Educational Leadership for Principals

Summer 2019

Diane Flores

Adjunct Professor

Educational Leadership Program

Phone: 915.238.6793

Email:dmfl19ww@sulross.edu



Virtual Office Hours Via Blackboard Collaborate

Mon., Tues.5:30-8:00 pm

(Mountain time)

Or by appointment

## Course Description

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This is an online course that critically examines the theory and practice of leadership and management in school administration. **There will be one virtual class meeting.** Students work to master leadership theories and apply them within the school setting. This course stresses the leadership skills found in Domain I-School Community Leadership. Students will examine real-world Domain I issues and create action plans to address identified problems from the scenarios.

## Performance Standards, Goals, and Learning Objectives

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**ED 7304 contributes to the following Program Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs) or TExES Competencies:**

- **DOMAIN I-SCHOOL CULTURE (School and Community Leadership)**
- **Competency 1-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**
- **Competency 2-The beginning principal knows how to work with stakeholders as key partners to support student learning.**
- 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.
- Students will examine their leadership style and leadership theories.
- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.
- **DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning)**
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **DOMAIN III-HUMAN CAPITAL (Human Resource Management)**

- **Competency 5-The beginning principal nows how 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.**
- **Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**
- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.
- **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**
- **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.**
- **Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.
- **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**
- **Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**
- **Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**
- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a “leader” and a “manager.”
- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
- **DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**
- **Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**
- Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.
- Students will learn the importance of diversity and meeting the needs of all learners.
- Students will know how to act with integrity, fairness, and in an ethical and legal manner.

**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.

## **TExES Standards:**

### **Chapter 149. Commissioner’s Rules Concerning Educator Standards**

#### **Subchapter BB. Administrator Standards**

##### **§149.2001. Principal Standards.**

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

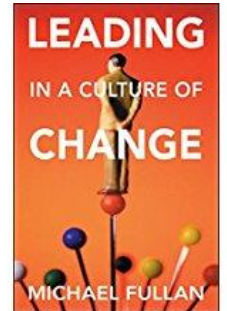
- (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
  - (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.
  - (iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.
  - (iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.
- (4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
- (A) Knowledge and skills.
- (i) Effective culture leaders:
    - (I) leverage school culture to drive improved outcomes and create high expectations;
    - (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
    - (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
    - (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
    - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
  - (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.
- (B) Indicators.
- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
  - (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
  - (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
  - (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
  - (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.
- (5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.
- (A) Knowledge and skills.
- (i) Effective leaders of strategic operations:
    - (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
    - (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
    - (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
    - (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
    - (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
  - (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.
- (B) Indicators.
- (i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
  - (ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
  - (iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
  - (iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.  
Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.

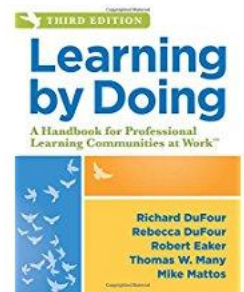
## Materials

### Required Texts

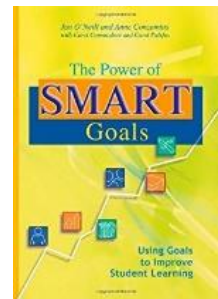
Fullan, M. (2007). *Leading in a culture of change*. Jossey-Bass. ISBN-13: 978-0787987664



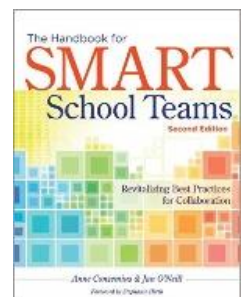
Dufour, R., Dufour, R., Eaker, R., Many, R.W., Mattos (2016). *Learning by doing*. Solution Tree. ISBN-13: 978-1943874378



Conzemius A. & O'Neill, J. (2005). *The power of SMART goals: Using goals to improve student learning*. IN: Solution Tree Press. ASIN: B00272MZD4



Conzemius A. & O'Neill J. (2013). *The handbook of SMART School Teams* (2<sup>nd</sup> Ed.). IN: Solution Tree Press. ASIN: B00H8HKDTQ



## Assignments and Grades

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		<b>MODULE 1</b>		
		First Day of Class		May 29
Intro	Blog	Log onto the Blog and post a bio and picture about yourself. Visit with others.	10	May 30
Mod1Assn1	Read/watch video/Journal Paper	<b>Read the Vornberg textbook</b> attached, Chapter 8; and watch the <i>Stopwatch</i> video. After reading the Vornberg textbook, Chapter 8, and <b>watching the Stopwatch video</b> , create a Journal paper critiquing the Classical Theory and its application to 1) business and 2) education today.	45	June 10
Mod1Assn2	Leadership Inventory	Complete the leadership inventory, reflect in a 2-3 page paper what you learned about your leadership style from this inventory.	45	June 10
Mod1Assn3	Chapter Review	<b>Read the Fullan, <i>Leading in a Culture of Change</i></b> book; skim the book and pick a chapter to review that resonates with you. <b>Fullan is the father of the change process and is a big presence on the TAISResources.net website which is the official change process adopted by TEA.</b>	100	June 10
Mod1Assn4a	Book Chapter Assignment	<b>Read DuFour's <i>Learning by Doing</i></b> . Then, select a chapter (in Discussion Board) to present to the class. Submit a PowerPoint, Resource Guide, that summarizes the chapter, activities, discussion questions and a quiz. Post the PowerPoint on Discussion Board and in Assignments and lead the discussion on your chapter.	100	May 30 June 10-16
Mod1Assn4b	Discussion Board	Discussion - Read, complete activities, and post comments on other students' Chapters as well as monitoring your own. <b>(Class/Course meeting on Friday, June 14<sup>th</sup> (9:00-1:00) for chapter powerpoint presentations and discussions.)</b>	50	June 14 (Class meeting) 9:00-1:00 June 10-16
Mod1Assn6	Test	Take the test on Professional Learning Communities.	100	June 16
Mod2Assn1	Book Review	<b>Read the Conzemius A. &amp; O'Neill, J. (2005). <i>The power of SMART goals: Using goals to improve student learning</i></b> book; write a book review following the instructions.	100	June 16
Mod2Assn2	Re-write Goals	Review the problem identified from your campus data (in ED5332) and write your goals utilizing the SMART goal criteria.	50	June 16
Mod2Assn3a	Book Chapter Report	Skim the textbook: <i>Conzemius, A. &amp; O'Neill, J. (2013). The handbook of SMART school teams (2nd Ed.)</i> Then, select a chapter and prepare a 2-3 page report.	100	July 1

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod2Assn5	Test	Take the test on Campus Improvement Teams.	100	July 2
Mod2Assn6	Paper	Submit the Rationale Paper	200	
		<b>TOTAL POINTS:</b>	<b>1000</b>	

Details for each of these assignments are posted on the Blackboard class website.

The **grading policy** for this course is as follows: **900-1000** equate to an A,

800- 899 equate to a B

700-799 equate to a C

699 or less receive an F.

“C” are not accepted in the program. A student who receives a “C” in this course must repeat the course to stay in the Program. See the Student Handbook for information about GPA and probation status.

## Blackboard and Online Access

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This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need a computer, webcam, and microphone for the individualized study in this course. THERE IS ONE CLASS MEETING, USING BLACKBOARD COLLABORATE, VIRTUAL CLASSROOM.

## Learning Environment & Grading Policy

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Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

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.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC  
Accessibility Services Coordinator  
Counseling & Accessibility Services  
Ferguson Hall, Rm #112  
P.O. Box C-122  
Alpine, TX. 79832  
[mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

And don't forget, we offer personal counseling services for students, faculty and staff.