



The Principalship
EDUC 5302 Syllabus
Summer I 2020

Instructor Information:

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Office Hours

Uvalde Campus: Office A125 Office hours by appointment via zoom due to Covid 19.

I am available by e-mail or phone at any time. I will talk with you on my cell phone after 8:00 a.m. until 10:00 p.m. CST. I am also available via text anytime. Cell and email are preferred methods of contact. I am also happy to talk with you at other times if you make an appointment with me. I check my e-mail and phone messages daily during the weekdays and every 48 hours on the weekends.

Course Description:

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

This course will examine the various roles the principal must play in the modern school setting. We will examine all roles of the principal with an emphasis on the role of instructional leader. I have worked in education for 25 years and most of that time was spent in the K – 12 setting as a teacher and administrator. I look forward to working with all of you and sharing my experiences with you as we explore and learn together this term. Feel free to contact me anytime if you have questions.

Text:

Bambrick-Santoyo (2012). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*.
Jossey-Bass. [This text is economically available electronically]

Student Expectations

Students will examine, discuss, and evaluate on a weekly basis the various topics germane to the working school principal.

Students will discuss theories of leadership gained through various studies, and articles, as well as text.

Students will reflect upon community and accountability aspects of leadership through evaluative writings.

Students will synthesize a specific topic in school leadership through a formal paper and presentation.

Students will explore and discuss relevant issues researched through article searches and examinations.

Students will demonstrate mastery of school principal topics, through class discussions and examinations.

Student Learning Objectives

Students will demonstrate writing skills and the ability to use research methodology and design a short research paper on an instructional leadership topic.

Students will demonstrate their understanding of diversity.

Students will increase their understanding of content assessment and data analysis.

Students will demonstrate proficiency in communicating and collaborating with members of the school community (teachers, students, parents, community) on instructional issues that ensure student success.

Students 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.

Students will demonstrate ability to apply principles of effective leadership and management in relation to campus personnel and resource utilization based upon research data.

Course Format

The course will be online work delivered through Blackboard with face to face meeting conducted using Zoom. It will require students to do independent research work and complete outside assignments independently. We will meet at least once a week via Zoom to answer questions and share information. These dates will be discussed at the first class meeting (via remote). Timelines for due assignments must be honored. Students will be responsible for submitting all assignments on time. It is imperative that all assignments be completed individually. Any evidence of collusion on assignments will be treated as cheating and plagiarism.

Exams

There will be a **mid-term exam** that will assess your knowledge and understanding of principles and major concepts presented in the first half of the course. There will be a comprehensive **final exam** that assesses student ability to synthesize course objectives and to analyze issues by applying philosophical, sociological and organizational learning to form strategies for solutions.

Reflective points on Each Reading Assignment

Students will write at least one paragraph reflection on each chapter and submit via link. Each reflection should be at least **200 words per chapter of reading**. You will also present chapters to the class.

Pillar Project

Students will complete project on *Data Driven Instruction*. The project will entail analyzing data and making recommendations based on these analyses. The specifics of the project are listed below:

Activity
<p>What does the Project entail? It is a real-world exercise that allows school leaders and practitioners to explore this question: Who are we and what is our plan for improvement? This very specific blueprint is based on the collection, analysis, and interpretation of school data in order to make recommendations for improvement. It provides a global perspective as seen in Part 1, becomes more specific in Part 2, and can provide very clear plans for improvement in Part 3.</p>
<p>The Project is not a replication of your Campus or District Improvement Plan. The best ones are more focused on one issue (i.e. 5th Grade Reading Scores or High School Science Student Achievement). Narrowing the focus to specific areas and plans for improvement can be shown in Parts 2 and 3. Make it something valuable and useful. I have had students take these exact projects back to their campuses and initiate school-wide programs with them. Many topics are appropriate and useful if you really study your school data</p>
<p>Key Words Focus: Change Improvement Process: A cycle of improvement actions that are sustained over extended periods of time and focused on improving the quality, effectiveness, and efficiency of a school. An ongoing, multifaceted plan is part of an organizational commitment to enhancing a school's effectiveness and includes steps for identification, planning, execution, and assessing progress. Instructional Coaching: A process for developing a teacher's knowledge, skills, and practice to improve instruction and student learning. By offering individual support and feedback in a non-evaluative and trusting setting, an instructional coach works with the teacher to provide ongoing and job--embedded professional development specific to the teacher's needs. Root Cause Analysis: The process for determining the deepest underlying reason a problem occurs, such that, if the cause is removed, the symptoms of the problem can be eliminated or substantially reduced.</p>
<p>Part One: Using TAPR data, describe the demographic make-up of the district and campus you are profiling. Include district information (in Part I only) as well as information for one campus (i.e. Texas ISD and Texas HS). If your district has only one campus, report enrolment, dropout and attendance rates PK-6 and 7-12. Present information in narrative format with graphics that offer the statistical information (i.e., narrative example: "According to the 2010 District TAPR Report, attendance rates for Texas ISD were 96.2%, which is 0.7% above the state attendance rate of 95.5% and 0.3% above the regional attendance rate of 95.9%. The report indicates that Texas High School demonstrated a 96.25% attendance, no significant difference when compared to the district rate. The special education population with an attendance rate of 95.1 % was the only population of students to fall below the").</p> <p>The following should be included in your report for Part I:</p> <ul style="list-style-type: none"> • Enrolment numbers; Ethnic distribution; Attendance rate; Dropout rate; Subpopulation data; Economically/Educationally Disadvantaged., LEP, etc.) <p>What demographics changed over the last 3 years (enrolment trends)?</p> <ul style="list-style-type: none"> • Teachers - Number of teachers; ethnic distribution; years of teaching experience; highest degree held; salaries; teacher turnover rate • Compare ethnicity of students and teachers • Student discipline records, analyzed by gender and ethnicity, rate of recidivism; degrees of infractions; corrective action taken. • Administration - number of positions on the team; years of experience, years at this school, in district; ethnicity; educational background. • Parent engagement Numbers of parents involved with duplication (one parent involved 5 times is not the same as 5 parents involved 1 time, make sense? • Any additional data you decide would enhance an understanding of your school (surveys, archived records, etc).
<p>Part Two: Campus Data: Analyze your Campus Improvement Plan (CIP). Begin with listing the essential academic programs delivered at your school, as well as the non-essential (co-curricular and extra-curricular) programs being offered. In narrative format, give rich details of each. For each curricular strand and program delivered, indicate the types of data you gathered and used to measure program effect on student achievement (classroom observations, student participation numbers, program cost according to personnel, materials, dollars, programmatic strengths/weaknesses, team meetings/PLC agendas and minutes, etc.). Note any program changes made during the past five years, newly implemented, changed, or eliminated. Include what data were used (or should have been used) to aid in the decision-making process that brought about that change. Discuss current student scores on standardized tests. Use TAPR data to support your discussion. What is working and how do you know? What isn't having an impact? How do you know that?</p>
<p>Part Three: Preparing for Improvement-Data Analysis and Conclusions for a Plan for Improvement. Using the data collection and early analyses from Parts 1 and 2, identify the areas of your school program that need to be changed (improved, enhanced, eliminated, new implementation, etc.). Addressing a specific area of concern, provide a narrative and graphic indication of the data used and explanation of the necessary changes in the improvement plan. Very similar to the school or campus improvement plans that are required by the state, create such for addressing the identified concern(s). (i.e. goals, strategies, resources, persons responsible, evaluation instrument/resources, and timeline). Some additional questions for thought in preparing this document: Who will be involved in the process and decision(s)? What was the process used? Are there changes in that process to be made before the next evaluation cycle? When will that occur?</p>
<p>Final Submission: Compile all 3 parts into one document. Final product should include all narrative AND accompanying charts, graphs, and/or tables for illustration</p>
<p>PowerPoint Presentation: Prepare a presentation of your final project. This presentation should be a comprehensive summary of your project used to share your findings with your campus. Limit presentation to 15-20 slides.</p>

Research Paper

Research and analyze a current issue on the topic of school leadership focusing on instructional leadership. Choose an issue, analyze it, and express an **informed** opinion (in other words, **you must support** your assertions with research and theory) in a **Three** page paper (page count does not include title page and reference page which should be APA style). Your essay will be evaluated based on the rubric attached to this syllabus. Topics will be discussed and chosen in class. This is a **graduate level course**. Therefore, any written assignment with **more than five errors** (grammatical, spelling, citations, etc.) will not be accepted and must be corrected to receive a grade.

Rubric for Papers

	Mastery	Accomplished	Developing	Beginning
Content (1, 45 %) ISLLC STANDARD 1, 2, 3	Thesis is sharply defined and thoroughly developed.	Thesis is evident and all elements are adequately addressed.	Thesis is poorly articulated or too broad; development is incomplete or inconsistent.	Thesis is not evident; candidate has made little or no attempt to develop a thesis.
Mechanics (1, 15%)	Paper contains no error.	Paper contains few errors in grammar and/or punctuation.	Paper contains several or repeated errors in grammar and/or punctuation.	Paper contains multiple or egregious errors in grammar and/or punctuation.
Organization (1, 20%)	All parts of the paper are in appropriate and effective order.	Parts of the paper are generally in appropriate order.	Some parts of the paper reflect organization; lapses in organization	Paper reflects no logical flow of thoughts.
Style (1, 20%)	Writer demonstrates clarity, thoroughness, attention to detail, and voice.	Writer demonstrates mastery of diction and sentence structure.	Writer demonstrates developing mastery of diction and sentence structure.	Writer demonstrates little understanding of clarity, detail, mastery of diction and/or sentence structure.

Class Discussion Board and in Class Activities

Students will participate in Class Discussion assignments that can be found on Blackboard under Class Discussions. Each student will post an answer to the question and then respond to at least two other classmates' posts. Due dates will be provided with each question. You will also have in class activities and case studies with discussion all students will be expected to participate.

Attendance Policy

Students are expected to attend all classes. If you need to miss a class session, it is your responsibility to inform the instructor prior to the class meeting.

Make-Up Work Policy

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.), which may prevent completion of this course, notify the

instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

Late assignments **may be accepted at the discretion of the instructor**, but will have points deducted in fairness to students who turn their work in on time. If I have not heard from you **by the deadline dates for assignments, exams, or class discussion questions**, no make-up work will be allowed.

Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. **"Computer problems" is not an acceptable excuse. Excuses due to illness must be accompanied by physician confirmation on appropriate letterhead.** Please do not wait until the last minute to submit assignments to avoid unforeseen technology issues.

Method of Evaluation

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| • Chapter Reflections and discussion boards: | 30 points |
| • Mid-term Exam: | 50 points |
| • Final Exam: | 50 Points |
| • Class Discussions and In Class Work: | 20 points |
| • Research Paper and Presentation: | 50 points |
| • Pillar Project: | 100 points |
| • Total Possible Points: | 300 |

Assignment of Grades

All grades will be posted in the student grade book in Blackboard and will be assigned according to the following or similar scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Technical Requirements

To participate in this course, you will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox or Chrome.
- Consistent and reliable access to their SRSU email and Blackboard, as these are the official methods of communication for this course. **Official university business will not take place via personal email accounts.**
- Virtual conferences are offered during the semester. We will meet using Collaborate which will require that your computer have audio and video (speaker and microphone) and a stable internet connection. Plan to utilize headphones, if possible, to avoid feedback.

Technical Expectations

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. SRSU OIT staff is available at each SRSU campus location as well as the HELP DESK in Alpine.
- Technical Etiquette: You are expected to use appropriate online etiquette at all times. This includes respect for all participants and careful wording of your responses. Your writing reflects your voice, so be mindful. Thoughtful, respectful and reflective comments are critical to participation. For additional information, visit <http://www.albion.com/netiquette/corerules.html>

Technology Assistance

- Sandy Bogus is the Technology TA . She is available to help you 8:30 – 5:30, M – F at 432-837-8523. You may email her at sbogus@sulross.edu
- The SRSU Help Desk is available at 1-888-837-2882 (8888 if you're calling from campus).
- The SRSU tech tip website is <http://www.sulross.edu/techtips>

Late assignments will not be accepted after the due date. ALL Assignments are due at 11:55 p.m.

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College 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 the Student Support Specialist on their campus.

Drop and Add

It is the student's responsibility to make sure he/she is officially enrolled in this course. If, at any point, you decide to drop the class, it is *your* responsibility to officially drop. Any student who stops participating in the course and does not officially drop the course will be given an "F" as the semester grade.

"No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.

COURSE SCHEDULE

Week 1:	Discuss Syllabus and assignments for course, introduction to text
Week 2:	Chapters 1, 2, 3 (student presentations) and all BB assignments
Week 3:	Chapters 4, 5, 6 (SP). Choose Research Paper Topic, BB assignments
Week 4:	Chapters 7, 8, 9 (SP). BB assignments, Mid Term Exam
Week 5:	Chapters 10, 11,12 (SP). BB assignments
Week 6:	Research Paper Presentations, Complete and Discuss Pillar Projects, Final Exam Due
Week 7:	All work Due...grades turned in as final.

