

Sul Ross State University Rio Grande College

Department of Education



The Principalship ED5302

SYLLABUS

FALL 2020

INSTRUCTOR:

Jesse Salazar, Ed.D.

Office: 206D 3107 Bob Rogers Dr.—Eagle Pass Center

Office Hours: By appointment

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Email: jesse.salazar@sulross.edu

CLASS MEETING TIME: Web Class

Tuesday 6:00-8:45

COURSE DESCRIPTION:

- ❖ Designed for addressing the role of the administrator as an educational leader, this course covers site-based management, program planning and assessment, personnel management, legal problems, public relations, facilities, finance and budgeting.

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

- ❖ MED General students will demonstrate writing skills and the ability to use research methodology and design a research paper
- ❖ MED General students will demonstrate their understanding of diversity.
- ❖ MED General students will increase their understanding of content in their chosen area of specialization.
- ❖ 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 the ability to apply principles of effective leadership and management in relation to campus personnel and resource utilization based upon research data.

TEXT: Green, Reginald. Sergiovanni, Thomas J. (2015) The Principalsip, A Reflective Practice Perspective. Pearson Education Seventh Edition.

Course References/Bibliography (in APA Format):

Students must follow the American Psychological Association Manual (APA) 7th Edition for reflections and class question(s) summaries.

Optional Instructional Materials:

- **Supplemental PowerPoints**-Presentations are to provide the students with a class outline of important focus points from the material covered.

[Current Texas Academic Performance Reports \(TAPR\)](#)

[Current Texas School Report card \(SRC\)](#)

[Current Texas Administrative Code \(TEC\) Policies](#)

[Current Texas Penal Code Policies](#)

[Current Texas Administrative Code \(TAC\) Policies](#)

[TTESS- The Texas Teacher Evaluation and Support](#)

[TPESS- The Texas Principal Evaluation & Support](#)

[System](#)

Module (Syllabus is subject to change by Professor)	Chapter Readings / Articles Handouts / Review Powerpoint	Assessment / Assignments / Activities
Module 1 8/24- Week Begins	-Introductions -Syllabus Review -Chapter 1 The Moral Dimension <ul style="list-style-type: none">● Setting the Stage	<ul style="list-style-type: none">● Presentations● Reflective Exercises (Essay, Short Answer Questions)● Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 2 8/31	Chapter 2 Toward a New Theory of Principal Leadership <ul style="list-style-type: none">● Principals Job Today and Tomorrow	<ul style="list-style-type: none">● Presentations● Reflective Exercises (Essay, Short Answer Questions)● Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 3 9/7 (Labor Day No Class)	Chapter 3 <ul style="list-style-type: none">● Limits of Traditional	<ul style="list-style-type: none">● Presentations● Reflective Exercises (Essay, Short Answer Questions)

	Management Theory	<ul style="list-style-type: none"> • Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 4 9/14	Chapter 4 <ul style="list-style-type: none"> • A New Theory for the Principalship 	<ul style="list-style-type: none"> • Presentations • Reflective Exercises (Essay, Short Answer Questions) • Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 5 9/21	Chapter 5 <ul style="list-style-type: none"> • School as a Moral Community 	<ul style="list-style-type: none"> • Presentations • Reflective Exercises (Essay, Short Answer Questions) • Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 6 9/28	Chapter 6 Providing Leadership <ul style="list-style-type: none"> • Forces of Leadership and the Culture of Schools 	<ul style="list-style-type: none"> • Presentations • Reflective Exercises (Essay, Short Answer Questions) • Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 7 10/5	Chapter 7 <ul style="list-style-type: none"> • Stages of Leadership 	<ul style="list-style-type: none"> • Presentations • Reflective Exercises (Essay, Short Answer Questions) • Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 8 10/12	Chapter 8 <ul style="list-style-type: none"> • Leading in a Community of Leaders 	<ul style="list-style-type: none"> • Presentations • Reflective Exercises (Essay, Short Answer Questions) • Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 9 10/19 Mid Terms	Chapter 9 Instructional Leadership <ul style="list-style-type: none"> • Characteristics of Successful Schools 	<ul style="list-style-type: none"> • Presentations • Reflective Exercises (Essay, Short Answer Questions) • Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 10 10/26	Chapter 10 <ul style="list-style-type: none"> • Becoming a Community of Mind 	<ul style="list-style-type: none"> • Presentations • Reflective Exercises (Essay, Short Answer Questions) • Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of

		upcoming week.
Module 11 11/2	Chapter 11 <ul style="list-style-type: none"> Teaching, Learning, and Community 	<ul style="list-style-type: none"> Presentations Reflective Exercises (Essay, Short Answer Questions) Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 12 11/9	Chapter 12 <ul style="list-style-type: none"> Instructional Leadership, Supervision, and Teacher Development 	<ul style="list-style-type: none"> Presentations Reflective Exercises (Essay, Short Answer Questions) Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 13 11/16	Chapter 13 <ul style="list-style-type: none"> Clinical Supervision, Coaching, Peer Inquiry, and Other Supervisory Practices 	<ul style="list-style-type: none"> Presentations Reflective Exercises (Essay, Short Answer Questions) Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 14 11/23	Chapter 14 Motivation Commitments and Change <ul style="list-style-type: none"> Motivation, Commitment, and the Teacher's Workplace 	<ul style="list-style-type: none"> Presentations Reflective Exercises (Essay, Short Answer Questions) Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 15 11/30	Chapter 15 <ul style="list-style-type: none"> The Change Process 	<ul style="list-style-type: none"> Presentations Reflective Exercises (Essay, Short Answer Questions) Written Analysis Reflection/ Analysis Paper Rubric / Project Due Monday 11:59 PM of upcoming week.
Module 16 12/7 (Finals)		

Assignments	Points
Self-Reflection	100
Acquiring Understanding Assignments	200
Discussion Board	100
Scenario Analysis / with Articles	200

Presentations	200
Exams	200
Total Points	1000

Grading Scale/Schema

A	=	90 – 100%
B	=	80 – 89
C	=	70 – 79
D	=	60 – 69
F	=	Below 60
S/CR/P		Satisfactory/Credit/Pass
U/NC		Unsatisfactory/No credit
IP		In Progress

ASSIGNMENTS:

All students are expected to attend class regularly and be on time. 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 45-60 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.)

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.

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.

Written Assignment Criteria:

Written materials should reflect candidates' knowledge of the content as well as the use of higher level thinking skills (i.e., analysis, interpretation, synthesis, and evaluation) and reflect correct spelling, punctuation, grammar, and usage. Written assignments/tasks must be word processed/typed and follow the most current edition of the American Psychological Association's Manual (APA) for style and format.

Professional Expectations:

Preparing to become a highly effective educator requires a great deal of commitment, time, and preparation on the candidate's part. Educators are expected to be: respectful, civil, well-prepared, communicate effectively, meet deadlines, be receptive and responsive to feedback, and be fair and ethical. Thus, candidates are expected to be equipped to participate in all class activities and discussions and remain for a duration necessary to participate and complete assignments. All coursework is expected to be word processed (unless announced otherwise), proofread, spell checked, and grammar checked. (Candidates needing help with Standard English should contact the [Writing Center](#)). Assignments **are due as noted** within the syllabus unless otherwise announced.

Student Learning Outcomes Aligned to 19 TAC Chapter 149 Subchapter BB Alignment

Student Learning Outcomes

- 1) The student will be able to Identify, discuss and interpret the various theories and models that influence school supervision and identify economic, cultural and other diversity issues of supervision.

Domain I—School Culture (School and Community Leadership)

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. *Ensures that parents and other members of the community are an integral part of the campus culture

Domain II—Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Domain III—Human Capital (Human Resource Management)

Competency 005—The entry-level principal knows 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.

- A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- 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

Domain IV—Executive Leadership (Communication and Organizational Management)

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences
- B. *Develops and implements strategies for systematically communicating internally and externally
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

Domain V—Strategic Operations (Alignment and Resource Allocation)

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010—The entry-level 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.

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

Domain VI—Ethics, Equity, and Diversity

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

INTEGRATION (Constructed Response Only)

The entry-level principal:

- A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II and III)
- B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)
- C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)
- D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)

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