

Syllabus | ED7304 Educational Leadership

Spring 2021

Isela Peña, J.D., Ed.D.

Assistant Professor and Program Coordinator
Educational Leadership Program

Phone: (432) 837-8255

Email: isela.pena@sulross.edu



Virtual Office Hours Via Blackboard Collaborate:

Mon. and Weds. 10:00m – noon (CST)

Tues and Thurs, 6:00pm – 9:00pm (CST)

or by appointment

Course Description

This is an asynchronous online course that critically examines the theory and practice of leadership and management in school administration. 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

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 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.**

- **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.

ED 7304 will address the following Marketable Skills:

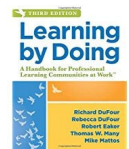
- Students will be able to manage and lead diverse groups of people.
- Students will be able to communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
- Student will be able to gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.

Materials/Required Texts

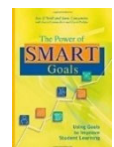
Fullan, M. (2020). *Leading in a culture of change*. Jossey-Bass. ISBN-13: 978-1119595847
ISBN-10: 1119595843



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



O'Neill, J. & Conzemius, A. (2006). *The power of SMART goals: Using goals to improve student learning*.
IN: Solution Tree Press. ISBN: 9781932127874



Recommended

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.

Assignments and Grades

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
MODULE 1				
		First Day of Class		Jan. 11
Intro	Discussion Board	Discussion Board and post a brief bio about yourself. Visit with others.	1	Jan. 13
Mod1Assn1	Read/Watch video/Journal Paper	Read the Vornberg Chapter 8 and watch the Stopwatch video . Write a Journal paper critiquing the Classical Theory and its application to 1) business and 2) education today.	50	Jan. 17
Mod1Assn2	Leadership Inventory	Complete the Leadership Inventory . Write a 2-3 page reflection paper discussing what you learned about your leadership style from this inventory.	50	Jan. 20
Mod1Assn3 Mod 1Ass3a	Book Review and Quiz	Read <i>The Power of SMART Goals: Using Goals to Improve Student Learning by O'Neill & Conzemius</i> and write a book review following the instructions in the module. Complete the Quiz on <i>The Power of Smart Goals</i>	100	Jan. 31
Mod1Assn4	Re-write Goals	Review the problem identified from your campus data (from ED5332) and re-write your goals utilizing the SMART goal criteria.	50	Feb. 1
Mod1Assn5	Paper	Submit the Rationale Paper	100	Feb. 8
MODULE 2				
Mod2Assn1	Book Quiz	Read DuFour's <i>Learning by Doing</i> . Complete the Quiz on Professional Learning Communities	100	Feb. 19
Mod2Assn1	Book Review	Read the Fullan, <i>Leading in a Culture of Change</i> and write a book review (4-5 pages) following the instructions found in the module.	100	March 5
		Total	551	

Details for each of these assignments are posted on the Blackboard class website. All assignments are due by 11:59pm (CST) on the date listed on the syllabus.

The **grading policy** for this course is as follows: **495-500** equate to an A,

440-494 equate to a B

385-439 equate to a C

384 or less receive an F.

“C” is 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

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.

Learning Environment & Grading Policy

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.

SRSU Disability Services:

ADA Statement (Americans with Disabilities Act): Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services.

Students seeking accessibility services must contact:

Rebecca Greathouse Wren, M.Ed., LPC-S,

Counseling & Accessibility Services,

Telephone: 432-837-8203, or E-mail: rebecca.wren@sulross.edu.

For more information see: <https://www.sulross.edu/page/1384/accessibility-services>