

Syllabus | ED5309-Introduction to School Administration

Fall 2021



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Virtual Office Hours via Blackboard Collaborate

Tuesdays and Wednesdays 5:30-7:30 p.m. (MST)
Or by appointment

Course Description

This is an online course that critically examines the theory and practice of leadership and management in school administration. Students work to transform theories into practical application for instructional supervision and leadership within the school setting. This course will provide an overview of the Principal Preparation Program, principal standards as set by TEA, domains and competencies in the TExES, and other campus-based administrative duties.

Performance Standards, Goals, and Learning Objectives

ED 5330 contributes to the following TExES Competencies (PLOs):

- Students will learn the TExES Competencies in the following ways:
- **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 5330 contributes to the following Student Learning Outcomes (SLOs):

Upon successful completion of this course, the student will be able to:

1. Fully understand the Principal Preparation program and all the components that are needed to successfully complete the program, graduate, and become a successful principal.
2. Students will create an authentic artifact, a Portfolio, which will serve as a Summative Assessment of their acquisition of knowledge throughout the program. Students will analyze and reflect upon their assignments as they prepare for their Portfolio Defense.
3. Understand the components of the principal portfolio and how to develop and add material to your portfolio. You will also need to understand what will be expected of you to defend your portfolio.
4. Reference the TExES Preparation Manual (068) for Principals and be fully aware of the Standards and TExES Domains/Competencies.
5. Understand the role of the school leader as an instructional leader.
6. Develop a philosophy of education and school learning.
7. Understand the role and theory in improving supervisory practice.
8. Develop an understanding of school leadership and its importance.
9. Develop leadership skills and the ability to recognize and analyze leadership models and theories.
10. Understand barriers to communication and develop skills to improve motivation, collaboration, and communication in the school system.

JOB SKILLS:

Students in the Educational Leadership Program are working towards a degree and/or certificate that will qualify them for administrative positions in the K-12 school system. The job skills taught in this course will enable students to execute the administrative skills outlined in the Principal Standards above.

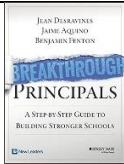
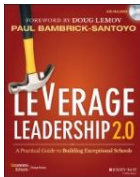
TExES Standards:

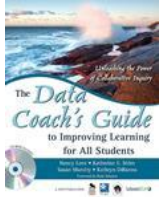
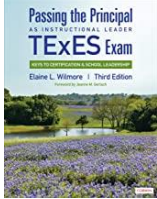

**Chapter 149. Commissioner’s Rules Concerning Educator Standards
Subchapter BB. Administrator Standards**



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Materials

REQUIRED TEXTBOOKS		
1.	Desravines, J., Aquino, J.& Fenton, B. (2016). Breakthrough principals: A step-by-step guide to building stronger schools. San Francisco, CA: Jossey-Bass.	
2.	Bambrick-Santoyo, P., Lemov, D. (2018). <i>Leverage leadership 2.0: Practical guide to building exceptional schools</i> (2 nd ed.). San Francisco, CA: Jossey-Bass (You will use this text in several other courses. Do not rent. Buy the book and hold it throughout the program.)	

3.	Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2018). <i>The data coach's guide to improving learning for all students</i> (2018); Corwin: Thousand Oaks, CA. ISBN 978-1-4129-5001-5 (You will use this text in several other courses. Do not rent. Buy the book and hold it throughout the program.)	
4.	Wilmore, E.L. (2019). <i>Passing the principal as instructional leader TExES exam</i> [3 rd ed.]. Thousand Oaks, CA: Corwin. (You will use this text in several other courses. Do not rent. Buy the book and hold it throughout the program.)	
5.	CertifyTeacher.com online test preparation program for the TExES Principal as Instructional Leader Certificate; to purchase, go to https://www.certifyteacher.com/productos/detail/principal-as-instructional-leader/46 (You will use this program in this course and in the three Practicums to prepare for the TExES 268 Principal as Instructional Leader Certification Exam. If you are not in the CERTIFICATION program (you are not seeking the Principal Certification) then, you do not need to purchase this software, but it is recommended.)	
RECOMMENDED TEXTBOOKS		
1.	American Psychological Association (2010). <i>Publication manual of the American psychological association</i> (6th ed.). Washington, DC.	

Assignments and Grades

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
MODULE 1				
Class Begins				Aug. 23
Intro	Discussion Board	<ol style="list-style-type: none"> 1. Create a Discussion Board entry with your photo(s) and bio 2. Complete the short Career Goal survey in Module 1 as part of this grade. 3. Review the Welcome video, the PASL and 268 Principal Exam websites, the Library of Examples, and the Domain & Competency List. 	10 10	

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		<p>Bring any questions that you have about the TExES 268 or 368 to the mandatory class meeting on June 2 and I will answer them.</p> <p>4. Attend the mandatory class meeting on June 2, from 5-7:00 PM (Central Time), the Program Orientation</p> <p>5. Take PASL/268 Introductory Quiz</p>	15 15	Aug. 24-27
Mod1-Quiz 1	Quiz	<p>Read Desravines, et al, BREAKTHROUGH PRINCIPALS, CHAPTER, PP499-143; and, Bambrick-Santoyo, P., LEVERAGE LEADERSHIP 2.0, PART 2, CHAPTERS 5,6&7-PP. 219-313; Love, N. et al, THE DATA COCH'S GUIDE TO IMPROVING LEARNING FOR ALL STUDENTS, CHAPTER 3, TASKS 2, 3&4, PP. 68-113; and Wilmore E., Passing the Principal as Instructional Leader TExES Exam (3rd Ed.), PP. 3-40 and PP. 77-82.</p> <p>Take Quiz 1- Multiple Choice and Essay (The essay can be started early and saved. I will not see it until you hit "submit." It must be submitted by the due date.</p>	200	Sept. 13
Mod1-Assn1	Wiki-Culture/Climate	Culture/Climate Wiki: Create a Wiki on the differences between culture/climate using the materials provided.	100	Sept. 20
Mod1-Assn2	Wiki-New Culture	<p>In the Wiki, establish the school culture you want for your campus by working on this Wiki with the class. Be sure to contribute to each section, students must make at least 3 entries to receive full points.</p> <p>I. Describe what this specific culture would look, feel, and sound like. II. List the behaviors necessary to support the desired school culture. III. Determine how you will embody the behaviors listed above to set the norm for all staff.</p>	50	Sept. 27
Mod1-Assn3	Rate Vision	Rate your campus' current Vision and Focus statement.	50	Oct. 11
Mod1-Assn4	Vision Survey & Paper	Part 1 - 1) Interview a variety of campus leaders to determine if there is a consensus on 3 primary areas of concern for campus improvement; and 2) create a teacher survey to determine 1) if teachers know the 3 top priorities in the current CIP; and 2) know the campus	100	Oct 11

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		vision statement. Also, determine where the vision statement or a shortened version (a brand) can be found. Part 2 -Write up your results of Part 1. See Blackboard for further instructions.		
Mod1-Assn5	2 Pillar Assignments: Vision & Culture; Communication with Stakeholders	Pillar 1 Vision & Culture; Pillar 2 Communication with Stakeholders Part I-Create a new Vision Statement that is data-driven and addresses a priority problem/challenge revealed by your school data. Part 2- Prepare a presentation to communicate the new Vision with Stakeholders. You MUST reference ALL readings and use a citation list with references in your paper and in the Reference List.	200	Oct. 11
Mod1-Assn6	Journal	Create a reflection, 3 to 4-page paper that contemplates the material you have learned in Unit 1 of the Textbook readings on Domain I-School Community Leadership. You MUST reference ALL textbook readings assigned for Module 1 with references in your paper and in the Reference List. You may cut and paste from your Pillar Assignment references.	100	Oct. 11
		SUBTOTAL:	850	
		MODULE 2		
Mod2-Quiz 2	Quiz	Read Desravines, J. BREAKTHROUGH PRINCIPALS, PART 2, CHAPTER 3, PP. 49-96 and CHAPTER 5, PP. 145-190; and Brambrick-Santoyo, P. LEVERAGE LEADERSHIP 2.0, PART 1, CHAPTERS 1-4, PP. 23-216; Wilmore, E.L., PP. 41-70; then take Mod2 Textbook Quiz 2, Multiple Choice and Essay Quizzes	200	Oct. 18
Mod2-Assn7	Graphic-Structure	Then, complete the following assignments. Diagram the organizational structure of your school using the materials provided with the assignment.	50	Oct .18
Mod2-Assn8	Wiki-Structure	Create chart using that diagram, complete the Organizational Structure chart provided.	50	Oct. 18
Mod2-Assn9	Chart-Structure	Create chart identify one negotiable element of your organizational structure that might be altered to enhance student performance using the guidelines in the assignment instructions.	50	Oct. 25
Mod2-Assn10	Venn-Capital	Create the Venn Diagram	50	Oct. 25
Mod2-Assn11	Wiki-Capacity	Create Wiki/Chart on Building Capacity provided in the assignment following the instructions.	50	Nov. 1

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod2- Assn12	Chart-PD	Create the chart regarding your last targeted Professional Development (1 topic) (on an instructional topic).	50	Nov. 1
Mod2- Assn13	Journal	Create a reflection in a 3 to 4-page paper that contemplates the material you have learned in the Textbook readings. You MUST reference ALL readings for Module 2 and use a citation list with references in your paper.	100	Nov 1
		SUBTOTAL:	600	
		MODULE 3		
Mod3-Quiz 3	Quiz	Read Desravines, J., BREAKTHROUGH PRINCIPALS, PART 1, PP. 1-48; and PART 2, CHAPTER 6, PP.193-225; and Bambrick-Santoyo, P., PART 2, CHAPTER 7, PP. 289-311 and PART 3, PP. 313-344; Wilmore, E.L., PP. 71-76; then take Mod3 Textbook Quiz 3.	200	Nov. 8
Mod3- Assn14	Journal-PLCs	Journal Reflection on the Right and Wrong way to implement LEADERSHIP TEAMS	50	Nov. 8
Mod3- Assn15	Interview- Schedule	Interview Master Scheduler on your campus	100	Nov. 8
Mod3- Assn16	Paper-School Finance	Review Equity Center School Finance Videos, the materials on the recent Special Session attached to assignment, write a summary of them (100 points)	50	Nov. 15
Mod3- Assn17	Journal-	Create a reflection, 3-to-4-page paper, that contemplates the material you have learned in Unit 3. You MUST reference ALL textbook readings for Module 3 and use a citation list with references in your paper and in the Reference List.	90	Nov. 15
Mod3- Assn20	Pre-Assessment	All certification students must complete the CertifyTeacher full (5 hour) practice exam on the CertifyTeacher web program by this date. This is a pre-assessment benchmark in the Program.	10	Nov. 15
		MODULE 4		
Mod4Assn18	Portfolio Intro	Create Portfolio and Introduction	25	Nov. 19
Mod4Assn19	Resume/Artifacts	Create resume; link Pillar 1 and 2 in Portfolio and write summary on slide	25	Nov. 19
		SUBTOTAL:	550	
Course Ends				Nov. 19
		TOTAL POINTS:	2000	

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

The **grading policy** for this course is as follows:

1900-2000 equate to an A,
1700- 1899 equate to a B
1500-1699 equate to a C
1499 or less receive an F.

“C”s are not accepted in the Educational Leadership Program. If a student earns a “C” in this course, they must repeat the course to stay in the program. See the Student Handbook for more information on 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.

ADA Statement: 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>
