Shirley M. Coleman, M. Ed.
Adjunct Professor and Field Supervisor
Educational Leadership Program
Phone: (830) 569-6008
Email: scoleman@sulross.edu

Course Description

This course provides practical field experiences in a school administration (principal) setting in a TEA accredited public, private, or parochial school. Interns spend a minimum of 160-clock hours under the supervision of school personnel (principals and superintendents) and university faculty.

Performance Standards, Goals, and Learning Objectives

ED 7101 contributes to the following TExES Competencies Program, Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs), and Student Marketable Skills. This course is also aligned to the TExES Principal Standards outlined in Texas Administrative Code §149.2001 available at http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html.

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 7101 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 7101 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 Text

- Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2018). The data coach's guide to improving learning for all students (2018); Corwin: Thousand Oaks, CA. ISBN 978-1-4129-5001-5

- Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0*; Jossey-Bass: San Francisco, CA. ISBN 978-1-119-49659-5.

- In addition to the textbook above, students must review the Sul Ross Educational Leadership Practicum Handbook. This Handbook contains all of the course requirements for the Practicum and is incorporated here.

Assignments and Grades

The Assignments are listed below. Descriptions are found in the Educational Leadership Practicum Handbook which is incorporated into this Syllabus. Students should read the Handbook carefully.

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

> 100-90% equate to an A
>
> 89-80% equate to a B
>
> 79-70% equate to a C
>
> 69-60% equate to a D
>
> 59-50% or less receive an F

Grading Policy:

Students must complete all Practicum required hours, meetings, andpaperwork. **"Cs" are not accepted in this program**. Students scoring below a "B" in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will likely delay completion of the program as the program is sequential and the rotation must be followed.

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.

CATEGORIES		
Abbreviations	**Description of Categories**	**Percentage of Total Grade**
DT Plan	Data Team Improvement Plan, Professional Development Plan	13%
DT Meeting Pre-Work	Data Team Pre-Meeting Documents: i.e., Agendas, Materials, and Emails	25%
DT Meeting w/Post-Docs	Data Team Meetings, Participation Points, and Post-Meeting Documents: i.e., surveys, meeting evaluations, conversation tracker, plans for subsequent meetings	25%
Sup Meet & Docs	Class/Field Supervisor/Mentor-Site Supervisor Meetings and Signed Observations, Logs & Reflections	25%
Quizzes & Practice Tests	CertifyTeacher and Practice Tests	6%

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.

Module 1 Assignments	**Category with Category % of Grade**	**Submission Due Date**
Class Begins		October 18, 2021
Class Meeting	Sup Meets w/Docs (22%)	October 23,2021 (9:30-12 pm, CST)
Personal Contact Information	Adm Train/ Forms (6%)	October 18, 2021
Practicum Agreement Form	Adm Train/ Forms (6%)	October 18, 2021
Proposed Target Improvement Plan with Required Components (ED 6312)-*see detail in Appendix A-Module 1*	Plan (13%)	October 22, 2021
• Communicate with administrators to add tasks to next week's calendar • Submit **Weekly Log & Reflection #9** and Calendar for this week and upcoming week to Site and Field Supervisor	Sup Meet w/Docs (25%)	October 25, 2021
Certify Teacher Quizzes	Quizzes & Practice Tests (6%)	October 25, 2021
AEL /TTESS		December 1, 2021

Module 2 Assignments	Category	Submission Due Date
Submit Prework for **Data Team Meeting #4** -; agenda, emails, and pre-meet docs to Data Team	DT Meeting Pre-Work (25%)	October 25, 2021
• Communicate with administrators to add tasks to next week's calendar • Submit **Weekly Log & Reflection #10** and Calendar for this week and upcoming week to Site and Field Supervisor	Sup Meet w/Docs (25%)	October 29, 2021
Data Team Meeting #4 Task 15.1, Refine Student Learning Goal 15.2 Build Logic Model *Data Coach's Guide, pp 287-288* • See detail in Appendix A, Module 2 • Submit post-meet documents	DT Meets w/Post-Docs (25%)	November 1, 2021 Post-Meet Docs due November 2, 2021
• Meet with Site Supervisor and submit 4th Observation Form (rec'd from Field Supervisor)	Sup Meet w/Docs (25%)	Signed due November 5, 2021
• Communicate with administrators to add tasks to next week's calendar • Submit **Weekly Log & Reflection #11** and Calendar for this week and upcoming week to Site and Field Supervisor	Sup Meet w/Docs (25%)	November 5, 2021
Submit Prework for **Data Team Meeting #5** -; agenda, emails, and pre-meet docs to Data Team	DT Meeting Pre-Work (25%)	November 5, 2021
• Communicate with administrators to add tasks to next week's calendar • Submit **Weekly Log & Reflection #12** and Calendar for this week and upcoming week to Site and Field Supervisor	Sup Meet w/Docs (25%)	November 12, 2021
Data Team Meeting #5 Task 16.1, Refine Logic Model *Data Coach's Guide, pp 292* • See detail in Appendix A, Module 2	DT Meeting w/Post-Docs (25%)	November 12, 2021 Post work documents due November 13
• Communicate with administrators to add tasks to next week's calendar		November 15, 2021

• Submit **Weekly Log & Reflection #12** and Calendar for this week and upcoming week to Site and Field Supervisor	Sup Meet w/Docs (25%)	November 15, 2021
Submit Prework for **Data Team Meeting #6** -; agenda, emails, and pre-meet docs to Data Team	DT Meeting Pre-Work (25%)	November 15, 2021
Meet with Site Supervisor and submit **5th Observation Form** (rec'd from Field Supervisor)	Sup Meet w/Docs (25%)	November 15, 2021
Data Team Meeting #6 Task 17.1 Expands Monitoring Tools, p 305 Task 17.2 Refine Monitoring Plan, p. 306 *Data Coach's Guide, pp 305-306* • See detail in Appendix A, Module 2	DT Meeting w/Post-Docs (25%)	November 19, 2021 Post work documents due November 22, 2021
• Communicate with administrators to add tasks to next week's calendar • Submit **Weekly Log & Reflection #13** and Calendar for this week and upcoming week to Site and Field Supervisor	Sup Meet w/Docs (25%)	November 22, 2021
Meet with Site Supervisor and submit **6th Observation Form** (rec'd from Field Supervisor)	Sup Meet w/Docs (25%)	Signed due November 29, 2021
Submit **Updated Targeted Improvement Plan**	Plan (6%)	November 29, 2021
Submit Final Professional Development Plan (ED 6320) • See detail in Appendix A, Module 2	Plan (6%)	December 1, 2021
• Communicate with administrators to add tasks to next week's calendar • Submit **Weekly Log & Reflection #14** and Calendar for this week and upcoming week to Site and Field Supervisor	Sup Meet w/Docs (25%)	December 8, 2021
Facilitate Professional Development • See detail in Appendix A, Module 2	DT Meeting w/Post-Docs (25%)	December 10, 2021

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 meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

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.

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