



Syllabus / EDUC 6304 Organizational & Theory In Admin-Summer II 2022

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or by arrangement.

COURSE DESCRIPTION

- ❖ Current trends, issues, and problems in the elementary and secondary schools involving the planning, organizing, administering, and evaluating the total school system.

STUDENT EXPECTATIONS:

- ❖ Students will evaluate the systemic organization of a school, to be displayed through critical discussion, reflection, and written thesis.
- ❖ Students will examine and synthesize various organizational theories.
- ❖ Students will experiment with various methods at determining organizational health and morale.

STUDENT PROGRAM LEARNING OBJECTIVES

- ❖ The student will evaluate research, theory, and data to facilitate the development of campus leadership for learning, communication, legal and ethical interactions with a variety of stakeholders.
- ❖ The student will assess the principles of effective leadership, management, and data-driven decision-making to ensure a safe and effective learning environment.
- ❖ The student will demonstrate the ability and knowledge of creating a positive culture towards a campus vision that will embrace collaborations

with all stakeholders of the school.

COURSE STUDENT LEARNING OUTCOMES

- ❖ Interpret and discuss various theories and models that influence school leadership.
- ❖ Identify and discuss the leadership skills and tasks essential for effective leadership and supervision in schools.
- ❖ Examine and elaborate on the skills of teacher evaluation and development.
- ❖ Interpret and discuss various theories and models that influence school leadership as it relates to human resources, problem-solving, ethics, and social justice in leadership.

MARKETABLE SKILLS:

MED General students will demonstrate writing skills and the ability to use research methodology.

MED General students will demonstrate their understanding of diversity.

MED General students will increase their understanding of content in their chosen area of specialization.

COURSE ASSIGNMENTS:

Primary tasks are to read textbooks and provided supplemental material via blackboard. All Papers shall comply with APA Publication Manual (7th Edition). Ensure citations and references are correct. In addition, papers will be graded on content, clarity, readability, organization of thought, depth, correct grammar and typed (1.5 spacing). Under page setup, configure your document with narrow margins (.5-right, left, top, bottom) and the font at 12. All assignments are to be submitted via blackboard (no emails). Ensure assignments are submitted as attachment using **.doc or .docx** file format.

PILLAR PROJECT

- ❖ Students will develop a Campus Strategic Plan. The project will entail reviewing and making recommendations for improving a campus. This will include identifying areas in need of improvement, selecting a process for improvement, SMART Goals, and progress monitoring.

RESEARCH PAPER

- ❖ Research and analyze a current issue on the topic of school organization. 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.

○ **Rubric for Papers**

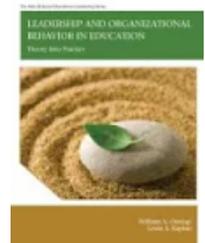
	Mastery	Accomplished	Developing	Beginning
Content (1, 45 %) ISLLC STANDARD 1, 2, 3	Thesis is sharply defined and thoroughly developed.	Thesis is evident and all elements are adequately addressed.	Thesis is poorly articulated or too broad; development is incomplete or inconsistent.	Thesis is not evident; 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.

MATERIALS

Required Text

One book (and a supplement which is only available every other year) are required for purchase. All textbook assignments will be drawn almost exclusively from these texts, and students should refer to specific passages during online forum discussions. If there is a supplement available, prior to the commencement of the semester, students will be notified via email and Announcement to purchase it.

- Owings, W.A. & Kaplan, L. S. (2012). *MLeadership And Organizational Behavior In Education*. Pearson Education.



Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

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



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](#)

Assignments and Grades

There are NO class meetings, unless directed by the instructor. Assignments shall be submitted by the date listed in Blackboard. Late work will create issues for you in completing the course in a timely manner and all work should be submitted on time unless prior approval is granted by the professor. All assignments must be submitted on Blackboard.

Type of Assignment	Points
Assignments	400
Research Paper	200
Pillar Project	200
Interview Reflection (2X100)	200
Total Points:	1000

Grading Policy for this course is as follows:

A=900-1000
B=700-899
C=500-699
F=499 or less

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.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent
2. 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.
3. Extra credit points are not available.
4. There are no I's (incomplete) for this class.
5. After 11:59 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.

6. 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.)
7. Students who fail to participate in the Discussion Board or complete any assignment may not pass this course. THERE ARE NO OPTIONAL ASSIGNMENTS.
8. Syllabus may change as necessary by the instructor.

Attendance Policy: Participation and timely assignment completion is very important. Your Sul Ross email will be the official means of communicating for the course.

Applicable Principal Competencies: In our pluralistic society, it is critical that principals understand multicultural learners and how to respond to their educational needs so that they and our society as a whole can compete in the world market.

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

Student Learning Outcomes

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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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 reliable internet access, a microphone and camera in order to participate when directed in this class to receive a passing grade.

Learning Environment and 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.

Grading Policy:

9. No late assignment will be accepted after its due date without prior instructor consent
10. Late assignments will lose 20% of possible points for each day it is late.
11. 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.
12. Extra credit points are not available.
13. There are no I's (incomplete) for this class.
14. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
15. 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.)
16. Students who fail to participate in the Discussion Board or complete any assignment may not pass this course. THERE ARE NO OPTIONAL ASSIGNMENTS.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Library Information

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus. The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.