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Educational Leadership Program
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Virtual Office Hours
Thursday
5:00 pm – 6:00 pm (CST)
If above times are inconvenient, please contact me to set up an alternative time.

Course Description

This 8-week 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.
- Students will be able to gather information and analyze data to define campus needs, set goals, to solve adiverse 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

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7 ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615.
2. Bambrick-Santoyo, P., Lemov, D. (2018). Leverage leadership 2.0: Practical guide to building exceptional schools (2nd ed.). San Francisco, CA: Jossey-Bass.
3. Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2008). The data coach's guide to improving learning for all students. ThousandOaks, CA: Corwin Press. ISBN-13: 978-1412950015; ISBN-10: 1412950015
4. Wilmore, E.L. (2019). Passing the principal as instructional leader TExES Exam (3rd ed.). Thousand Oaks: Corwin. ISBN:9781544342153.

Recommended Texts
1. Bambrick-Santoyo, P. (2016) Get better faster: A 90-day plan for coaching new teachers. San Francisco, CA: Jossey-Bass.
2. TExES principal as instructional leader (268) secrets study guide: TExES test review for the Texas Examinations of Educator Standards (2019). Mometrix Test Preparation. ISBN-13: 978-1516710454

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: Students must complete all Practicum required hours, meetings, andpaperwork.

CATEGORIES		
Abbreviations	**Description of Categories**	**Percentage of Total Grade**
Data Team Meeting Pre-Work	Pre-Meeting Documents (i.e. agendas, materials, and emails)	30%
Data Team Meeting Post-Work	Post-Meeting Documents: i.e., surveys, meeting evaluations, conversation tracker, plans for subsequent meetings	30%
Sup Meet & Docs	Class/Field Supervisor/Mentor-Site Supervisor Meetings and Signed Observations, Logs & Reflections; Portfolio Update	30%
Admin Training & Forms	Administrative Practicum Forms and Practice Tests	10%

Grading Policy

Students must complete all Practicum required hours, meetings, andpaperwork.

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 (incompletes) 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 to pass the course (regardless of number of points accrued in the course.)
7. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

Grading Scale

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.

"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.

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 Zoom (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.

Internet Web Resources

The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications as reference material on papers submitted in this class.
Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (fromEBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

Format Requirements for Submittals
All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA.

A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that provides: student name, date, assignment name and number. Also, put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

Academic Integrity
All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to
  • Turning in work as original that was used in whole or another course and/or professor
  • Turning in another's work as one's own
  • Copying from professional works or Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Diversity Statement

My goal is 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.

Students With Special Needs

Sul Ross State University (SRSU) is committed to equal access in compliance with 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.

Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC (Licensed Professional Counselors), SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we will get back to you as soon as we can during working hours), or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Course Schedule

Module 1 Assignments	Items to Submit	Due Date/Time and Point Value
Mod1 Assn1 Student Contact Sheet	**SUBMIT to Blackboard:** 1. Student Contact Sheet	Saturday, October 22 Before 11:59pm 100 points
Mod 1 Assn2 Practicum Certification Agreement Form	**SUBMIT to Blackboard:** 1. Practicum Certification Agreement Form	Saturday, October 22 Before 11:59pm 100 points
Mod 1 Assn3 Weekly Calendars	**SUBMIT to Blackboard:** 1. Link to weekly calendar listing all practicum activities. (Must reflect all activities listed in Logs and Reflections)	Tuesday, November 29 Before 11:59pm 100 points
Module 2 Assignments	**Items to Submit**	**Due Date/Time and Point Values**
Mod2 Assn1 Pre-Work for Data Team Meeting: Targeted Improvement Plan (TIP)	**SUBMIT to Blackboard:** 1. Agenda for Data Team Meeting 2. Revised PowerPoint presentation and all related handouts and materials 3. Feedback Form from practice partner 4. TIP CALENDAR 5. Link to the Portfolio Folder in SRSU OneDrive	Tuesday, October 25 Before 11:59pm 100 points
Mod2 Assn2 Post-Work for Data Team Meeting: Targeted Improvement Plan (TIP)	**SUBMIT to Blackboard:** 1. Completed **Data Team Feedback Forms** 2. Completed **Conversation Tracker** 3. Finalized **Data Team Meeting Report & Reflection** 4. **Video Recording Permission Forms (one for each data team member)** 5. FINALIZED TIP CALENDAR 6. TEMPLATE #6 TIP PROCESS ED7101 COMPLETED 7. **Link to Portfolio Folder in SRSU OneDrive**	Saturday, October 29 Before 11:59pm 100 points
Mod2 Assn3 Pre-Work for Data Team Meeting: Finalize PD Plan This meeting will be observed by your Field Supervisor. Please see "Rubric for Practicum Observation" to review how your performance will be evaluated.	**SUBMIT to Blackboard** 1. Completed **4A-PD Planning Template (Agenda)** 2. 2A-Leading **PD Handout** 3. Completed **PD PowerPoint Template 1 & 2** 4. **Link to Portfolio Folder in SRSU OneDrive**	Tuesday, November 1 Before 11:59pm 100 points

Mod2 Assn4 Post-Work for Data Team Meeting: Finalize PD Plan	**SUBMIT to Blackboard:** 1. Completed **Data Team Feedback Forms** 2. Completed **Conversation Tracker** 3. Finalized **Data Team Meeting Report & Reflection** 4. **Video Recording Permission Forms (one for each data team member)** 5. Updated **TEMPLATE #6 PD PROCESS ED7101** 6. Summary of Midyear PLC data 7. **Link to Portfolio Folder in SRSU OneDrive**	Saturday, November 5 Before 11:59pm 100 points
Mod2 Assn5 4th Observation Report	**SUBMIT to Blackboard:** The Field Supervisor will evaluate your performance during the meeting either by reviewing the video/audio recording or referring to documentation collected in a "face to face" meeting. They will email you a Practicum Observation Report. Sign it, have your Site Supervisor/Principal Mentor sign it, scan it, and submit the signed Observation Report here.	Saturday, November 5 Before 11:59pm 100 points
Mod 2 Assn6 Log & Reflection #9	**SUBMIT to Blackboard:** 1. Turn in your Log and Reflection. **NOTE: Practicum Hours:** Log all preparation, class time, and post-class work time in your Practicum Log. Reflect on the feedback forms in your weekly reflection.	Saturday, November 5 Before 11:59pm 100 points
Mod2 Assn7 Pre-Work for Data Team Meeting-Facilitating Professional Development This meeting will be observed by your Field Supervisor. Please see "Rubric for Practicum Observation" to review how your performance will be evaluated.	**SUBMIT to Blackboard:** 1. **4A-PD Planning Template** (Agenda Template) 2. **2A-Leading PD Handout** 3. **Professional Development PowerPoint Template #1 & #2** 4. Feedback Form from practice partner 5. Link to Portfolio Folder in SRSU OneDrive	Tuesday, November 8 Before 11:59pm 100 points
Mod2 Assn8 Post-Work Data Team Meeting-Facilitating the Professional Development	**SUBMIT to Blackboard:** 1. Completed **Data Team Feedback Forms** 2. Completed **Conversation Tracker** 3. Finalized **Data Team Meeting Report & Reflection** 4. **Video Recording Permission Forms (only for new participants who have not previously completed this)** 5. Link to 10-minute video clip of your "best moments" 6. Completed Professional Development Surveys from each data team member	Saturday, Nov 12 Before 11:59pm 100 points

	7. One-page summary of findings from Professional Development Surveys 8. 1A-Living the Learning Reflection 9. TEMPLATE #7-PD/I&M Process 10. Link to Portfolio Folder in SRSU OneDrive	
Mod2 Assn9 5ᵗʰ Observation Report	**SUBMIT to Blackboard:** The Field Supervisor will evaluate your performance during the meeting either by reviewing the video/audio recording or referring to documentation collected in a "face to face" meeting. They will email you a Practicum Observation Report. Sign it, have your Site Supervisor/Principal Mentor sign it, scan it, and submit the signed Observation Report here.	Saturday, Nov 12 Before 11:59pm 100 points
Mod2 Assn10 Log & Reflection #10	**SUBMIT to Blackboard:** 1. Turn in your Log and Reflection. **NOTE: Practicum Hours:** Log all preparation, class time, and post-class work time in your Practicum Log. Reflect on the feedback forms in your weekly reflection.	Saturday, Nov 12 Before 11:59pm 100 points
Module 3 Assignments	**Items to Submit**	**Due Date/Time and Point Values**
Mod3 Assn1 Certify Teacher Practice Quizzes (In study mode)	**SUBMIT to Blackboard** Certify Teacher Practice Quizzes for Domains 1, 5, and 6	Saturday, November 19 Before 11:59pm 100 points
Mod3 Assn2 Log and Reflection #11	**SUBMIT to Blackboard:** 1. Turn in your Log and Reflection. **NOTE: Practicum Hours:** Log all preparation, class time, and post-class work time in your Practicum Log. Reflect on the feedback forms in your weekly reflection	Tuesday, Nov 19 Before 11:59pm 100 points
Module 4 Assignments	**Items to Submit**	**Due Date/Time and Point Values**
Mod4 Assn1 Update Portfolio	**Add the following slide(s) to your PORTFOLIO Defense PowerPoint in SRSU OneDrive:** Pillar 8: Targeted Professional Development -summary + links to the following: 1. PD HANDOUTS 2. PD POWERPOINT TEMPLATES 1 & 2 3. TEMPLATE #7 PD PROCESS-ED7101 4. 1A LIVING THE LEARNING REFLECTION TEMPLATE 5. 10 MINUTE RECORDING OF INTERN FACILITATING PD 6. Summary of Findings from Professional Development Feedback Surveys **SUBMIT To Blackboard:** 1. Link to SRSU OneDrive	Tuesday, November 29 Before 11:59pm 100 points