



The Principalship
EDUA 5302
Syllabus

Instructor Information:

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Doctor of Philosophy in Educational Leadership, Texas A&M University

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Office Hours

Uvalde Campus: Office A125 Office hours by appointment via zoom due to Covid 19.

I am available by e-mail or phone at any time. I will talk with you on my cell phone after 8:00 a.m. until 10:00 p.m. CST. I am also available via text anytime. Cell and email are preferred methods of contact. I am also happy to talk with you at other times if you make an appointment with me. I check my e-mail and phone messages daily during the weekdays and every 48 hours on the weekends.

Course Description:

Examines the role of the administrator as an educational leader with a study of individual conferencing, group dynamics, and public opinion.

This course will examine the various roles the principal must play in the modern school setting. We will examine all roles of the principal with an emphasis on the role of instructional leader. I have worked in education for 25 years and most of that time was spent in the K – 12 setting as a teacher and administrator. I look forward to working with all of you and sharing my experiences with you as we explore and learn together this term. Feel free to contact me anytime if you have questions.

Text:

Bambrick-Santoyo (2012). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. Jossey-Bass. [This text is economically available electronically]

Student Expectations

Students will examine, discuss, and evaluate on a weekly basis the various topics germane to the working school principal.

Students will discuss theories of leadership gained through various studies, and articles, as well as text.

Students will reflect upon community and accountability aspects of leadership through evaluative writings.

Students will synthesize a specific topic in school leadership through a formal paper and presentation.

Students will explore and discuss relevant issues researched through article searches and examinations.

Students will demonstrate mastery of school principal topics, through class discussions and examinations.

Student Learning Objectives

Students will demonstrate writing skills and the ability to use research methodology and design a short research paper on an instructional leadership topic.

Students will demonstrate their understanding of diversity.

Students will increase their understanding of content assessment and data analysis.

Students will demonstrate proficiency in communicating and collaborating with members of the school community (teachers, students, parents, community) on instructional issues that ensure student success.

Students will demonstrate ability to implement a staff evaluation and development system to improve the performance of all school staff members based upon research data and educational best practice.

Students will demonstrate ability to apply principles of effective leadership and management in relation to campus personnel and resource utilization based upon research data.

Course Format

The course will be online work delivered through Blackboard with face to face meeting conducted using Zoom. It will require students to do independent research work and complete outside assignments independently. We will meet at least once a week via Zoom to answer questions and share information. These dates will be discussed at the first class meeting (via remote). Timelines for due assignments must be honored. Students will be responsible for submitting all assignments on time. It is imperative that all assignments be completed individually. Any evidence of collusion on assignments will be treated as cheating and plagiarism.

Exams

There will be a **mid-term exam** that will assess your knowledge and understanding of principles and major concepts presented in the first half of the course. There will be a comprehensive **final exam** that assesses student ability to synthesize course objectives and to analyze issues by applying philosophical, sociological and organizational learning to form strategies for solutions.

Reflective points on Each Reading Assignment

Students will write at least one paragraph reflection on each chapter and submit via link. Each reflection should be at least **200 words per chapter of reading**. You will also present chapters to the class.

Research Paper

Research and analyze a current issue on the topic of school leadership focusing on instructional leadership. 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. This is a **graduate level course**. Therefore, any written assignment with **more than five errors** (grammatical, spelling, citations, etc.) will not be accepted and must be corrected to receive a grade.

Rubric for Papers

	<u>Mastery</u>	<u>Accomplished</u>	<u>Developing</u>	<u>Beginning</u>
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.

Class Discussion Board and in Class Activities

Students will participate in Class Discussion assignments that can be found on Blackboard under Class Discussions. Each student will post an answer to the question and then respond to at least two other classmates' posts. Due dates will be provided with each question. You will also have in class activities and case studies with discussion all students will be expected to participate.

Attendance Policy

Students are expected to attend all classes. If you need to miss a class session, it is your responsibility to inform the instructor prior to the class meeting.

Make-Up Work Policy

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.), which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above. Late assignments **may be accepted at the discretion of the instructor**, but will have points deducted in fairness to students who turn their work in on time. If I have not heard from you **by the deadline dates for assignments, exams, or class discussion questions**, no make-up work will be allowed.

Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. **"Computer problems" is not an acceptable excuse. Excuses due to illness must be accompanied by physician confirmation on appropriate letterhead.** Please do not wait until the last minute to submit assignments to avoid unforeseen technology issues.

Method of Evaluation

- Chapter Reflections and discussion boards: 30 points
- Mid-term Exam: 50 points
- Final Exam: 50 Points
- Class Discussions and In Class Work: 20 points
- Research Paper and Presentation: 50 points
- Pillar Project: 100 points
- Total Possible Points: 300

Assignment of Grades

All grades will be posted in the student grade book in Blackboard and will be assigned according to the following or similar scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Technical Requirements

To participate in this course, you will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox or Chrome.
- Consistent and reliable access to their SRSU email and Blackboard, as these are the official methods of communication for this course. **Official university business will not take place via personal email accounts.**
- Virtual conferences are offered during the semester. We will meet using Collaborate which will require that your computer have audio and video (speaker and microphone) and a stable internet connection. Plan to utilize headphones, if possible, to avoid feedback.

Technical Expectations

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. SRSU OIT staff is available at each SRSU campus location as well as the HELP DESK in Alpine.
- Technical Etiquette: You are expected to use appropriate online etiquette at all times. This includes respect for all participants and careful wording of your responses. Your writing reflects your voice, so be mindful. Thoughtful, respectful and reflective comments are critical to participation. For additional information, visit <http://www.albion.com/netiquette/corerules.html>

Technology Assistance

- Sandy Bogus is the Technology TA . She is available to help you 8:30 – 5:30, M – F at 432-837-8523. You may email her at sbogus@sulross.edu
- The SRSU Help Desk is available at 1-888-837-2882 (8888 if you're calling from campus).
- The SRSU tech tip website is <http://www.sulross.edu/techtips>

Late assignments will not be accepted after the due date. ALL Assignments are due at 11:55 p.m.

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Drop and Add

It is the student's responsibility to make sure he/she is officially enrolled in this course. If, at any point, you decide to drop the class, it is *your* responsibility to officially drop. Any student who stops participating in the course and does not officially drop the course will be given an "F" as the semester grade.

"No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.

COURSE SCHEDULE

The Course Schedule will be listed in BlackBoard under weekly assignments or as modules.