Lisa M. Estrada-Lopez, M.Ed.		Virtual Office Hours
Professor of M.Ed. Educational Leadership Programs Director of Principal Preparation and Outreach Programs Lisa.Estrada@sulross.edu **(915) 494-2637 (cell)**	SR	M/W/F, 12:00pm – 4:00pm (Alpine-CST) M/W/F, 11:00am – 3:00pm (El Paso-MST) **If above times are inconvenient, please contact me to set up an alternative time and we will meet via Teams.**

Course Description

Welcome ED5309: Introduction to School Administration. My name is Lisa Estrada-Lopez and not only do I have the honor to teach in the Educational Leadership Program, but I also serve as the Director of Principal Preparation and Outreach Programs, and I look forward to guiding you through your leadership journey.

In this course you will be provided with an overview of the school administrator's role that includes functions and duties of those who administer and supervise in the schools. Theory, policy development, the improvement process, executive leadership, instructional leadership, recruitment and retention, staff evaluation and professional development, diversity, culture, vision, and accreditation standards are also included.

Because this is the very first course you are taking in the Educational Leadership Program, the overview is more of a "snapshot" as to what you will explore more deeply as you progress through the program. In your subsequent courses, there will be a more in-depth view of many of the subjects covered briefly in this introductory course.

There are five (5) modules in this course. The first four (4) modules correspond to the Domains for Principal Certification in Texas. These domains are the foundation of the TExES 268 and TExES 368 exams, which you must take and pass to obtain certification as a principal in the State of Texas. In Module 5, you will develop the shell of your Portfolio which will serve as the summative assessment of what you have learned in the Educational Leadership Program. You will add artifacts from this and all other courses in the program, and then defend your portfolio in your final semester.

I am thrilled to meet you as you start the journey to becoming a principal and instructional leader in our schools!

Performance Standards, Goals, and Learning Objectives

ED 5309 contributes to the following TExES Competencies (PLOs (Program Learning Outcomes):
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 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 5309 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.

Materials

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association. **(You will use this text in several other courses to format all your formal papers and final action research paper. Do not rent. Buy the book and hold it throughout the program.)**

2. Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2nd 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. CertifyTeacher.com online test preparation program for the TExES Principal as Instructional Leader Certificate; to purchase, go to https://www.certifyteacher.com/produtos/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.**)

4. Desravines, J., Aquino, J.& Fenton, B. (2016). Breakthrough principals: A step-by-step guide to building stronger schools. San Francisco, CA: Jossey-Bass.

5. 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 **(You will use this text in several other courses. Do not rent. Buy the book and hold it throughout the program.)**

6. Wilmore, E.L. (2019). Passing the principal as instructional leader TExES exam [3rd 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.)**

Assignments and Grades

Grading Policy

Students must complete all Practicum required hours, meetings, and paperwork.

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.
3. Extra credit points are not available.
4. *There are no I's (incompletes) for this class unless you have a serious illness or family emergency.*
5. After 11:59 pm on the date for any assignment due is considered late.
6. There are no optional assignments in this course. All assignments must be completed 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 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 video conferencing software. 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 (from EBSCO), 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 do not hesitate to come and talk with me.

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 soonas 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 RossState University, Alpine. Texas, 79832.

Course Schedule

Module 1 Assignments	Items to Submit	Due Dates and Point Values
Mod1 Assn1 Mandatory Program Orientation	You will join the Meeting via Teams link. ***If you cannot attend, please let the instructor know so you can complete an alternative assignment. **SUBMIT to Blackboard** Handbook Acknowledgement Form-Signed	Saturday, August 26 9:00 – 11:00am (MST) 10:00 – 12:00am (CST) 100 points
OPTIONAL Class Meeting (Course Overview and Pillar Assignments)	You will join the Meeting via Teams link. ***This meeting is NOT required. It is OPTIONAL	Saturday, August 26 12:00 – 1:00pm (MST) 1:00 – 2:00pm (CST)
Mod1 Assn2 Career Advancement Survey	Take survey in Blackboard before due date.	Monday, August 28 Before 11:59pm 100 points
Mod1 Assn3 PASL/TExES 268 Introductory Quiz	Take quiz in Blackboard before the due date.	Monday, August 28 Before 11:59pm 100 points
Module 2 Assignments	**Items to Submit**	**Due Dates and Point Values**
Mod2-Assn1 Quiz 1	Take quiz in Blackboard before the due date.	Monday, September 11 Before 11:59pm 100 points
Mod2 Assn2 Reflection 1 School Vision and Culture	**SUBMIT to Blackboard:** Reflection #1	Monday, September 18 Before 11:59pm 100 points
Mod2 Assn3 Pillar 1- A New Vision	**SUBMIT to Portfolio Folder in SRSU OneDrive:** PowerPoint Presentation **SUBMIT to Blackboard:** Create a new thread and upload your PowerPoint Presentation	Monday, September 25 Before 11:59pm 100 points
Mod2 Assn4 Peer Feedback	**SUBMIT to Blackboard:** Post feedback about ONE colleague's PowerPoint Presentation. **Your instructor will assign you a feedback partner.	Monday, October 2 Before 11:59pm 100 points
Module 3 Assignments	**Items to Submit**	**Due Dates and Point Values**

Mod3 Assn1 Quiz 2	Take quiz in Blackboard before the due date.	Monday, October 9 Before 11:59pm 100 points
Mod3 Assn2 Reflection 2 The Change Process and Organizational Structures	**SUBMIT to Blackboard:** Reflection #2	Monday, October 16 Before 11:59pm 100 points
Mod3 Assn3 Pillar 2- Communicating a New Vision with Stakeholders	**SUBMIT to Portfolio Folder in SRSU OneDrive:** 1. Action Plan Template 2. Mock Report to Superintendent **SUBMIT to Blackboard** 1. Action Plan Template 2. Mock Report to Superintendent 3. Link to Portfolio Folder in SRSU OneDrive	Monday, October 23 Before 11:59pm 100 points
Module 4 Assignments	**Items to Submit**	**Due Dates and Point Values**
Mod4 Assn1 Quiz 3	Take quiz in Blackboard before the due date.	Monday, October 30 Before 11:59pm 100 points
Mod4 Assn2 Reflection 3 School Finance and Master Schedule	**SUBMIT to Blackboard:** Reflection #3	Monday, October 30 Before 11:59pm 100 points
Mod4 Assn3 Certify Teacher Practice Test (Full- length)	**SUBMIT to Blackboard:** 1. Certify Teacher Score Report 2. Self-Reflection	Monday, November 6 Before 11:59pm 100 points
Module 5 Assignments	**Items to Submit**	**Due Dates and Point Values**

Mod5 Assn1
Create Portfolio
	**Create and add the following slide(s) to your
	Portfolio Defense PowerPoint (SRSU OneDrive):**
	→ Introduction + link to resume
	→ Pillar 1: School Culture and Vision-
	summary + links to the following:
	   o School Culture and Vision PowerPoint
	→ Pillar 2: Communication with Stakeholders-
	summary + links to the following:
	   o Action Plan Template
	   o Mock Report to Superintendent
	SUBMIT to Blackboard:
	Link to Portfolio Folder in SRSU OneDrive
		Monday, November 13
		Before 11:59pm
		100 points