

# Sul Ross State University

## Department of Education

### EDUA 5309 Introduction to School Administration – Summer I, 2024

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**Office Hours:** If you need to see me about any situation which cannot be resolved through email, you may schedule a visit with me at my residence or set up a virtual meeting through Blackboard Collaborate. If you need to talk to me urgently, you may text my cell or email and I will respond as quickly as possible. Be sure to leave your name. An email message or text message is best and I prefer that you use these modes of communication.

**Course Description:** This web course deals with supervision of instructional leadership. Students work to transform theories into practical application for instructional supervision and leadership within the school setting. It provides an overview of school administration, which includes roles, functions, and duties of those who administer and supervise schools. Policy development, planning, goal setting, program evaluation, and accreditation standards are included.

**Course Performance Standards, Knowledge and Skills:** This course provides the student with an overview of school administration that should guide the principal in all of the Principal Standards, and Principal Competencies. The Seven, Learner-Centered, Principal Standards, and Principal Competencies are listed below.

1. Values and Ethics of Leadership
2. Leadership and Campus Culture
3. Human Resources Leadership and Management
4. Communications and Community Relations
5. Organizational Leadership and Management
6. Curriculum Planning and Development
7. Instructional Leadership and Management.

#### **The TExES Competencies:**

Domain 1-Competency 001 – The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Domain I – Competency 002 – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

**Domain I** – Competency 003 – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

**Domain II** – Competency 004 – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

**Domain II** – Competency 005 - The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

**Domain II** – Competency 006 - The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

**Domain II** – Competency 007 – The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

**Domain III**-Competency 008-The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

**Domain III**-Competency 009-The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

**Learner Outcomes:** This course emphasizes each of the above standards as each of those is tested at the State level on the Principal Texas test. To accomplish these objectives, this course emphasizes readings, discussion, case study, applied research, and field-based experiences using a mixed delivery system of face-to-face and web-based environments.

**Student Learning Outcomes:** The graduating student will demonstrate that he/she:

1. Has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner (School Community Leadership Domain).
2. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective learning environment (Administrative Leadership Domain).
4. Principal Portfolio: Graduate students in the Region 14 Masters program will know how to: prepare a professional portfolio of all major assignment coursework and orally defend the portfolio with 80% accuracy on the comprehensive exam.

**Course Objectives:** Through the activities of this course, students will gain an

overview of school administration in Texas. Students will be able to:

- \* Develop a philosophy of education and learning
- \* Apply theory and understand the role of theory in improving supervisory practice
- \* Analyze the function and structure of local school district governance in Texas
- \* Develop an understanding of school leadership and its importance
- \* Develop leadership skills and the ability to analyze the leadership model or perspective of other school leaders
- \* Understand barriers to communication and develop skills to improve communication in the school system
- \* Conduct a teacher evaluation and understand the stages of the clinical supervision model
- \* Understand the role of the school leader as an instructional leader and understand the scope and impact of curriculum, instruction, and testing on the school environment
- \* Analyze attempts to produce effective change and the resistance to change
- \* Examine a variety of conflict-handling styles and develop a personal style
- \* Analyze groups and effective team building techniques
- \* Understand the role of the principal
- \* Understand and apply the principal competencies and standards for the Principal Certificate

**Marketable Skills-Masters Education Leadership:**

1. Students will develop writing skills for effective communication.
2. Students will develop research skills to promote life-long learning.
3. Students will demonstrate an understanding of diversity.

**Required Texts:** These texts will be the basis of most of your reading.

Northouse, P. (2021). *Leadership: theory and practice* (9<sup>th</sup> Edition). Thousand Oaks, CA: SAGE Publications. ISBN: 9781544397566.

AND

Northouse, P. and Lee, M. (2021). *Leadership: case studies in education* (3<sup>rd</sup> Edition). Thousand Oaks, CA: SAGE Publications. ISBN: 9781071816820.

**Recommended Reading:** (If you are early in your program, these texts will be valuable to you throughout your principal program)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association. (You will use this in all other courses in education.)

**Internet Web Resources:** Here are some 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, and WorldCat Dissertation & Theses.

**Assignments:** Assignments are outlined in the Course Layout found in Blackboard under “Assignments”.

**Grading:** There are 100 points available:

90 – 100 = A

80 – 89 = B

70 – 79 = C

0 – 69 = F

Discussions (3):	15 Points (5 points each)
Intro Assignment (Discussion I):	5 Points
3 Written Assignments:	30 Points (10 points each)
Semester Project	20 Points
Final Exam	<u>30 Points</u>

Total: 100 Points

**Conduct:** Academic honesty is expected in all work. Violations will result in course failure. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references, and sources.
- f) Never forward someone else’s messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as : ) or ; ) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as “at a boy”, “you go girl”, “I agree with that”, “couldn’t have said it better myself”, etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth. (The above “netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

**SRSU Disabilities Services:** The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact Mary Schwartz Grisham, the Disabilities Services Coordinator, who located in Ferguson Hall, Rm 112. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.