

Sul Ross State University

College of Professional Studies

College of Education

EDUA 5302 The Principalship – Spring 2025

Professor: Dr. Galen W. Privitt
Office: No office at the Alpine SRSU Campus
Phone: 423-837-8002-Office; 325-725-7025-Cell
Office Hours: Monday-Friday: 9:30—11:30 am
Email: gprivitt@sulross.edu

Office Hours: As this is a web class, I will do my best to respond to your email questions within 24 hours during the week. If you need to talk to me, email or text first please. Through my 43 years in education, I have discovered that we generally create more questions than solutions via phone conversations, so I generally will not answer cell phone calls, but if it is a real emergency I will return your call if you leave your name and a return phone number. ***An email message or text message is always best and I prefer that you use these modes of communication!!!!***

Course Description:

This is an on-line education course that examines the school principalship, one of the key leadership positions in education. Using research, theory from education practice, and knowledge based on effective practices, students will examine various aspects of the daily work of principals, the characteristics of effective schools, and leading school change and improvement. Special attention will be given to how principals lead, manage programs and shape school culture. While considerable attention will be given to the theoretical and conceptual issues related to the school principalship, these theories, concepts and models will be applied to the realism of successful and productive school leadership.

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.

Program 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 principal preparation program will know how to: prepare a professional portfolio based on the Brown and Irby model during all 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:

- Apply theory and practice to understand the job duties and role of the principal as campus leader.
- Analyze the function and structure of local school district governance and the politics of local control in Texas.
- Analyze the function and structure of the regional service centers and their impact on schools in Texas.
- Analyze the function and structure of state and federal government and their impact on schools in Texas.
- Analyze AEIS data and understand the concept of accountability and its applicability to expected outcomes of public education.
- 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.
- Understand the scope of human resources and how to develop sound hiring, retention, and professional development policies and plans for the school campus.
- Understand the finance scheme of Texas the principles of equity and adequacy.
- Understand Texas finance codes for schools and be able to prepare a sound school budget.
- Conduct a thorough inspection and analysis of school facilities to ensure good maintenance and construction of schools that promote good instruction.
- Learn to administer programs including: inclusion of exceptional children, diverse student populations, career and technology, student discipline, technology application, urban and rural education.
- Understand and apply the principal competencies and standards for the Principal Certificate.

Required Text:

Simon, S. (2022). *School Principal Development*. Routledge, 1st edition.
ISBN: 9781032035384

Recommended:

Ubben, G, L. Hughes, C. Norris. (2016). *The Principal*. Pearson; 8th edition.
ISBN: 7980133488999

Recommended Reading:

If you are early in your program, this text will be valuable to you throughout your principal program. You are not required to purchase this book, but it will be valuable throughout your program.

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

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. 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.

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, e-Library Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, and WorldCat Dissertation & Theses.

TEA Website: <http://www.tea.state.tx.us>

Assignments:

Assignments are outlined in the Course Calendar found in Blackboard under “Syllabus and Calendar.” Please review this calendar.

Grading:

There are 100 points available:

90 – 100 = A

80 – 89 = B

70 – 79 = C

0 – 69 = F.

Participation:

Full participation in Discussion Board Threads and submitting assignments on time will make up the participation grade. Each Thread will be worth ten (10) points on the Participation grade. Participation will be monitored closely. Each original post should be submitted by the posted due date and every one should respond to a minimum of 2 of your peers for each post no later than the final day of the Unit study, no later than midnight.

Grading Policy:

1. Failure to attend a class session or failure to participate in a Discussion Thread will result in a “0” for a participation grade and “0” for assignments due during class meeting.
2. Any late assignment, without prior permission from the instructor, will lose 10% of assignment value for each day it is late.
3. All papers should be typewritten according to the American Psychological Association (APA) manual, 6th Edition. Papers with APA errors earn a lower grade.
4. Extra credit points are not available.
5. There are no I’s (incompletes) for this class.
6. Assignments are due by 12:00 a.m. on the scheduled due date. Assignments submitted after this time may be designated late if you have not made prior arrangements with the professor.
7. There are no optional assignments in this course.

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 the Disabilities Services Coordinator located in the Ferguson Hall Room 112. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8203; the fax number is 432.837.8724.