Syllabus
ED7304: Educational Leadership
for Principals - Summer 2024
July 7, 2025 – August 13, 2025

Lisa M. Estrada-Lopez, M.Ed.

Professor of M.Ed. Educational Leadership Programs
Director of Principal Preparation and Outreach Programs
Lisa.Estrada@sulross.edu
(915) 494-2637 (cell)

Virtual Office Hours

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 ED7304, Educational Leadership for Principals. In this course, you will continue laying the groundwork for your action research project by:

1) gathering disaggregated local data for the identified priority student learning problem,
2) gathering common assessments that address the TEKS in your student learning problem.
3) gathering research on root causes for the low scores; and
4) researching proven instructional strategies to solve the problem.

You will write a SMART Goal tailored to the targeted TEKs, write a narrative process paper describing how you selected your data team members and complete a Potential Solutions Paper. This course is closely aligned with ED 7100 (**PRACTICUM I**).

Performance Standards, Goals, and Learning Objectives

ED 7304 contributes to the following Program Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs) or TExES Competencies:

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 collaborate 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 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.

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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 students 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 7304 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 several 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 contexts.
- 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 7304 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 a diverse 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 Text
1. American Psychological Association. (2020). *Publication manual of the American Psychological Association.* (7 ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615. (Same as ED5332).
2. Bambrick-Santoyo, P. (2018). *Driven By Data 2.0*. Josey-Bass. ISBN 9781119524779.

3. O'Neill, J. & Conzemius, A. (2006). *The power of SMART goals: Using goals to improve student learning*.IN: Solution Tree Press. ISBN: 9781932127874
4. Dufour, R., Dufour, R., Eaker, R., Many, R.W., Mattos (2016). *Learning by doing*. Solution Tree.ISBN-13:978-1943874378
5. Fullan, M. (2020). *Leading in a culture of change*. Josey-Bass. ISBN: 9780787987664.

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, and paperwork.

CATEGORIES		
Category	**Description of Categories**	**Percentage of Total Grade**
Action Planning	Meeting with Site Supervisor to Finalize Plan, SMART Goal Template; Common Assessments; Proven Strategies Template. Logic Model; Lesson Plans; Scope and Sequence; Verifying Causes Tree Graphic; CIA/Teacher data templates; Template #2 Data Collection Process; Effective Collaboration Strategies	30%
Process Papers/Reports	Narrative Report on Selection of Data Team Members; Causation- Solution Paper	30%
Class Meetings	Class Meetings	10%
Administrative Forms and Training Certificates	Responsive Learning, Dyslexia and Northstar Digital Training Certificates,	20%
Portfolio	Updating Portfolio Defense PowerPoint	10%

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

1. **No late assignment will be accepted after its due date <u>without prior instructor consent</u>.**
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 unless you have a serious illness or a 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 Zoom. 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. Although 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 that only 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.

Course Withdrawal

The Last day to drop a course with a 'W' is <mark>August 1, 2025</mark>. Drops must be processed and in the University Registrar's office by 4 p.m. A "W" on your transcript has no negative effect on your overall GPA. Please understand that dropping a course means you must re-register and pay tuition to take the course for credit. Additionally, dropping a course may affect your financial aid eligibility or probationary status.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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 – ED7304

Module A Assignments	Items to Submit	Due Date/Time and Point Value
ModA Assn1 Northstar Digital Literacy Assessment	**SUBMIT to Blackboard:** 1. Northstar Assessment Score Reports **(3 certificates OR screenshots/PDFs of all subtests)**	Saturday, July 12th Before 11:59pm 100 points
ModA Assn2 Responsive Learning (Mental Health Training)	**SUBMIT to Blackboard:** 1. Responsive Learning (Mental Health Training) Certificate-3 certificates	Sunday, July 13th Before 11:59pm 100 points
ModA Assn3 Dyslexia Training, Ethics and Boundaries Training, Open Educational Resources (OER) Training, Special Education Funding Training	**SUBMIT to Blackboard:** 1. Dyslexia Training Activity Sheet 2. Ethics and Boundaries Training 3. Open Educational Resources (OER) Training 4. Special Education Funding Training	Wednesday, July 16th Before 11:59pm 100 points

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Module 1 Assignments	Items to Submit	Due Date/Time and Point Value
Mod1 Assn1 Active Listening Workshop (Morning) Facilitating a Data Team Meeting Workshop (Afternoon)	A link to the Microsoft Teams Meeting will be found in Blackboard (& email to you as well) ***** If you cannot attend the meeting, please inform the instructor for an alternative assignment. *****	**Saturday, July 19th 9:30am-2:00pm (CST) 8:30am-1:00pm (MST)** 100 points
Mod1 Assn2 Data Team Member Meetings	**SUBMIT TO SRSU OneDrive:** 1. Email & Agenda for each **potential** Data Team member's meeting 2. Conversation Tracker for each meeting 3. Adult PASL Permission Forms **SUBMIT to Blackboard:** 1. Data Analysis & Team PowerPoint 2. Table of Qualifications 3. Narrative Report on Selection of Data Team 4. Link to SRSU OneDrive	Friday, July 18th Before 11:59pm 100 points
Mod 1 Assn3 Schedule: Meeting to Finalize Targeted Problem and Select Data Team Members	**SUBMIT TO Portfolio Folder in SRSU OneDrive** 1. Email **setting up the meeting with Professor Estrada (between August 6-13, 2025). You will also need to email your principal/mentor to schedule a meeting at the beginning of the school year/fall that will include your Practicum Field Supervisor as well.** 2. The agenda for the meeting 3. The Data Analysis PowerPoint you will be presenting with your notes on the key points. **SUBMIT to Blackboard:** 4. Initial Meeting with Principal Checklist 5. Certification Agreement Form-Signed by Site Supervisor and Superintendent 6. Conversation Tracker	Wednesday, July 23rd Before 11:59pm 100 points

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Module 2 Assignments	Items to Submit	Due Date/Time and Point Value
Mod2 Assn1 Local CIA and Individual Teacher/Classroom Data	**SUBMIT to SRSU OneDrive:** 1. Your campus Scope & Sequence for the targeted TEKS. 2. Lesson Plans for the instructional strategies used in recent years to teach the targeted TEKS. 3. STAAR (or other standardized test used as your Pre-Assessment) questions for the targeted TEKS. **SUBMIT to Blackboard:** 1. Completed CIA & Individual Teacher Data Templates. 2. Completed Bambrick Form 3C. 3. Verifying Causes Tree Graphic 4. Updated Data Analysis PowerPoint Template with the CIA & Individual Teacher Data Templates and Verifying Causes Tree Graphic. 5. Link to the SRSU OneDrive in comment box	Sunday, July 27th Before 11:59pm 100 points
Mod2 Assn2 Common Assessments	**SUBMIT TO Portfolio Folder in SRSU OneDrive:** 1. Pre-Assessment of the Targeted TEKS 2. Formative Assessment(s) for the Targeted **TEKS >>>> (at least 1)<<<<** 3. Summative Assessment of the Targeted TEKS 4. Student Achievement Growth Chart **SUBMIT to Blackboard:** Link to Portfolio Folder in SRSU OneDrive	Wednesday, July 30th Before 11:59pm 100 points
Mod2Assn3 SMART Goals	**SUBMIT TO Portfolio Folder in SRSU OneDrive:** 1. SMART Goal Template for Student Achievement 2. SMART Goal Template for Professional Development **SUBMIT to Blackboard:** 1.Link to Portfolio Folder in SRSU OneDrive	Sunday, August 3rd Before 11:59pm 100 points

Mod2 Assn4 Gather Proven Instructional Strategies	**SUBMIT TO Portfolio Folder in SRSU OneDrive:** 1. Proven Strategies Template **SUBMIT to Blackboard:** 1. Proven Strategies Template 2. Link to Portfolio Folder in SRSU OneDrive	Wednesday, August 6th Before 11:59pm 100 points
Mod2 Assn5 Logic Model	**SUBMIT TO Portfolio Folder in SRSU OneDrive:** 1. Updated Data Analysis PowerPoint **SUBMIT to Blackboard:** 1. Logic Model Template completed; or Logic Model Graphic completed. 2. Link to Portfolio Folder in SRSU OneDrive	Saturday, August 9th Before 11:59pm 100 points
Mod2 Assn6 Causation and Solution Paper	**SUBMIT TO Portfolio Folder in SRSU OneDrive:** 1. Updated Data Analysis PowerPoint **SUBMIT to Blackboard:** 1. Causation & Solution Paper 2. Link to Portfolio Folder in SRSU OneDrive	Tuesday, August 12th Before 11:59pm 100 points
Mod2 Assn7 Data Collection and Effective Collaboration Process	**SUBMIT TO Portfolio Folder in SRSU OneDrive:** 1. Updated Data Analysis PowerPoint 2. Timeline Graphic with approximate dates **SUBMIT to Blackboard:** 1. Template #2: Data Collection Process 2. Effective Data Team Collaboration Strategies Template 3. Link to Portfolio Folder in SRSU OneDrive	Wednesday, August 13th Before 11:59pm 100 points
Module 3 Assignments	**Items to Submit**	**Due Date/Time and Point Value**
Mod3 Assn1 Update Portfolio	**SUBMIT to Blackboard:** 1.Link to Portfolio Folder in SRSU OneDrive	Wednesday, August 13th Before 11:59pm 100 points

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Distance Ed (Web-course) Non-Participation Statement
Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating for more than 3 weeks of inactivity during a long semester or 1 week of inactivity during a summer session, the instructor may drop the student from the course with a grade of "F". Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or email, and/or not following the instructor's participation guidelines stated in the syllabus.

Lisa Estrada Lopez, Instructor, Director of Principal Preparation and Outreach Programs, Department of Education.
Ms. Estrada Lopez is a Lobo alum, having received her Master of Education in Administration from SRSU in 2001. She graduated from the University of Texas El Paso with a bachelor's degree in 1995 in English and Secondary Education in 1995. She then began teaching in Texas public schools, mostly in the El Paso area, for five years before becoming a principal in 2001. In 2014, she was selected for a leadership institute at the Harvard Graduate School of Education in the Principal's Center, where she incorporated learning experiences with leadership in various public schools. Ms. Lopez has been in the field of education for 30 years with the opportunity of working in administrative positions over the past 25 years in all areas of K-12 education and at Texas Tech University Health Sciences Center as well. Her philosophy of education is to help all those we serve to understand that learning is an ongoing process throughout life and that everyone must always seek to learn something new in order to enhance one's own knowledge. She is a risk taker who believes that "unless you try to do something beyond what you have already achieved, you will never grow." Ms. Lopez looks forward to being instrumental in growing the Ed. Leadership program and recruiting more excellent students to become the great leaders that are immensely needed in our Texas schools.