

Syllabus | ED5302 | The Principalsip | Fall 2025

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Adjunct Professor
Educational Leadership Program

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Virtual Office Hours
Wednesday from 5:00 p.m. to 6:00 p.m. (Central Standard Time).

If the above time is inconvenient, please contact me to set up an alternative time.

Course Description

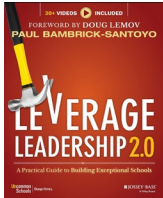
Examine the role of the campus administrator as an educational leader with a study of individual conferencing, group dynamics, and public opinion.

This course will examine the various roles the principal must play in the modern school setting. We will examine the many roles of the principal with an emphasis on the role of instructional leader. Students will examine various aspects of the daily work of principals, the characteristics of effective schools, and leading school improvement. 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.

A text message is always best, and I prefer that you let me know who you are when you text me the first time. Thank you!!!

Text

Required: Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0: A practical guide to building exceptional schools*. San Francisco, CA: Jossey-Bass. John Wiley & Sons.
ISBN-13 : 978-1119496595



Texas Principal Standards (Open Source)

<https://tea.texas.gov/about-tea/laws-and-rules/commissioner-rules-tac/coe-tac-currently-in-effect/ch149bb.pdf>

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Internet Resources

Texas Education Agency. (n.d.). *Texas Education Agency*. <https://tea.texas.gov>

Texas School Safety Center. (n.d.). Texas School Safety Center. Texas State University.
<https://txssc.txstate.edu>

Texas Association of School Boards. (n.d.). *Texas Association of School Boards*.
<https://www.tasb.org>

Texas Association of School Administrators. (n.d.). *Texas Association of School Administrators*.
<https://tasanet.org>

Performance Standards, Goals, and Learning Objectives

Student Expectations

1. Students will analyze, evaluate, and discuss principalship-related topics on a weekly basis.
2. Students will examine leadership theories through assigned readings, scholarly articles, and course texts.
3. Students will reflect on the roles of community engagement and accountability in leadership through evaluative writing.
4. Students will synthesize knowledge on a selected school leadership topic by preparing a formal paper and presentation.
5. Students will investigate and discuss current issues in educational leadership through research and scholarly article reviews.
6. Students will demonstrate proficiency in key areas of the principalship through class discussions and formal assessments.

Student Learning Outcomes (SLOs):

1. Students will demonstrate effective academic writing skills and apply research methodology and design in producing a short research paper on an instructional leadership topic.
2. Students will demonstrate an informed understanding of diversity and its implications for instructional leadership.
3. Students will expand their knowledge of content assessment and data analysis to support instructional decision-making.
4. Students will demonstrate proficiency in communicating and collaborating with teachers, students, parents, and community members on instructional issues that promote student success.
5. Students will apply the principles of staff evaluation and professional development to improve educator performance, drawing upon research data and educational best practices.
6. Students will demonstrate the ability to apply effective leadership and management practices in the allocation of campus personnel and resources, guided by research and evidence-based strategies.

Texas Principal Domains and Competencies

Domain I—School Environment (School and Community Leadership)

Competency 001—The entry-level principal knows how to establish and implement a shared vision and environment of high expectations for all stakeholders (students, staff, parents, and community).

1. Creates a positive, collaborative, and collegial campus environment that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
2. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive,

student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

3. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
4. Aligns financial, human, and material resources to support implementation of a campus vision and mission
5. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
6. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus environment
7. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
8. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and a positive environment
9. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
10. Facilitates the implementation of research-based theories and techniques to promote a campus environment and environment that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

1. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
2. Implements strategies to ensure the development of collegial relationships and effective collaboration
3. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
4. Ensures that parents and other members of the community are an integral part of the campus environment

Domain II—Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality strategies and practices to meet the academic, grade-appropriate, and social needs of students.

1. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
2. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
3. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

4. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
5. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

1. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
2. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their student populations (considering sociological, linguistic, and other factors)
3. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
4. Promotes instruction that supports the growth of individual students and student groups, supports educational ethics, and works to reduce the achievement gap
5. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Domain III—Human Capital (Human Resource Management)

Competency 005—The entry-level 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.

1. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
2. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
3. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
4. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
5. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
6. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

1. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
2. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
3. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
4. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

Domain IV—Executive Leadership (Communication and Organizational Management)

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

1. Understands how to effectively communicate a message in different ways to meet the needs of various audiences
2. Develops and implements strategies for systematically communicating internally and externally
3. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
4. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

1. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
2. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
3. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
4. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
5. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

Domain V—Strategic Operations (Alignment and Resource Allocation)

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

1. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
2. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
3. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
4. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010—The entry-level 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.

1. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
2. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
3. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
4. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
5. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
6. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, grade-appropriate, and social needs of students
7. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
8. Implements strategies for student discipline and attendance in a manner that ensures student safety, and consistency, and that legal requirements are met (e.g., due process, SPED requirements)

Domain VI—Ethics

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

1. Implement policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
2. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
3. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

4. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
 5. Promotes awareness and appreciation of varied backgrounds throughout the campus community
 6. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs, and services (e.g., health, guidance, and counseling programs) to meet individual student needs
 7. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
 8. Articulates the importance of education in a free, democratic society
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Course Format

The course will be delivered online through Blackboard and will require students to engage in independent research and complete assignments outside of class. All assignment deadlines must be met as scheduled, and students are responsible for ensuring timely submission. Assignments are to be completed individually, and any evidence of collaboration or unauthorized assistance will be considered a violation of academic integrity, constituting cheating and plagiarism

Grading Policies

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. 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.**
5. **After 11:59 p.m. Central Standard Time (CST) 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.

Assignments are due on the assigned date no later than 11:59 p.m. Central Standard Time.

File format: Last name_First name_AssignmentName_ED5302_Submission Date
Example: Doe_Jane_LeverageLeadership_Page1-21_ED5302_08012025

Course Withdrawal

The Last day to drop this course with a 'W' (no refund) is **Friday, November 7, 2025**. 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. Please consult the [SRSU Academic Calendar](#) for a listing of all important dates.

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.

Libraries

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as Interlibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Format Requirements for Submittals

All formal paper submissions must be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA guidelines. Specifically,

you must ensure that you adhere to the following: 1) 12-point font size; 2) consistent font style throughout paper; 3) double space between each line of text; 4) 1-inch margins on all borders; 5) pages numbered; 6) section and sub-section formatted to APA guidelines; 5) a references page as a separate page at the end of the document; 7) correct formatting of in-text citations.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as [library resources](#), online databases, and instructional technology support. For more information about accessing these resources, visit the [SRSU website](#). Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. 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](#). Directions for filing a student complaint are in the [student handbook](#).

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 Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera. Click on these links to request assistance with [Blackboard](#) or with [other technology and software](#) needs, such as LoboOnline or Microsoft Office 365.

Supportive Statement

My goal is 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 contact me. I want to be a resource for you.

Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Americans with Disability Act Statement (ADA)

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling Services

Sul Ross has partnered with [TimelyCare](#) where all SRSU students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Assignment Information

The course schedule and due dates are posted on Blackboard.

Modules A, and 1-9 | Reflections on Each Reading Assignment | (*Leverage Leadership 2.0*)

Module 10 | Research Paper | Principal Leadership

Module 11 | TAPR Analysis | Pillar Assignment | Part 1

Module 12 | CIP Analysis | Pillar Assignment | Part 2

Module 13 | Plan for Improvement | Pillar Assignment | Part 3

Module 14 | Final | Power Point | Combined Parts 1-3

Discussions | Throughout the Semester | 8 Discussions

08/26/2025 (Edited) Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.

***** Certify Teacher scores must meet the new requirement of a 90% pass rate beginning in Fall 2025.*****