

Syllabus | ED5309-Introduction to School Administration

Fall 2025 16 weeks

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Vision Statement Sul Ross Educational Leadership Program

To provide an exemplary program of work which empowers graduates to be critical thinkers, motivators, and informed decision-makers who will share the responsibilities of shaping the futures of the students they serve with all stakeholders.

Mission Statement Sul Ross Educational Leadership Program

The Sul Ross State University Educational Leadership Program Shall:

1. Prepare graduates to use demographic data as a focal point for change
2. Prepare graduates with the skills needed to be forward thinking instructional leaders
3. Prepare graduates to research, analyze and utilize strategies to facilitate student/staff growth
4. Prepare students for projected changes in certification requirements
5. Prepare master's degree students in serving the needs of the educational community

Course Description

Welcome ED5309: Introduction to School Administration. My name is Dr. Jennifer Haan, and not only do I have the honor to teach in the Educational Leadership Program, but I also serve in the role of student advisor. So, you and I will get to know each other well!

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 principal 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/productos/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

Assignment descriptions are found in the **Educational Leadership Practicum Handbook** and have been incorporated into this Syllabus. Students should read the Handbook carefully. Assignment requirements are also included in the Blackboard assignment section of the calendar and should be followed carefully.

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. After 11:59 pm on the date for any assignment due is considered late. If submission is not included by due date, the instructor will assign a grade of "0". Student must contact instructor to submit the late assignment. 10 points will be deducted from the grade for each day late.
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 there are unusual circumstances. No incompletes will be given without the approval of the field supervisor and program coordinator.**

5. 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.)
6. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.
7. *Submission of assignments after the Due Date listed in the Course Calendar will result in an automatic “0”. It is the student’s responsibility to contact the Field Supervisor and make arrangements for a submission.*

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 likely delay completion of the program as the program is sequential and the rotation must be followed.

Student and Instructor Expectations for Online Course

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 must have a microphone and camera.

Student Expectations of Instructor:

- Instructor will provide weekly communication with the class through announcements (video and text), email notifications, virtual office hours, and weekly Zoom group chats.
- Instructor will provide weekly email responses within 24-hours of receipt during the hours of 9:00AM-4:00PM, Monday-Friday (CST).
- Instructor will provide grades to assignments and projects within two weeks of the submissions date.
- Instructor will provide feedback to journals and discussion boards as needed, on a weekly basis.
- Instructor will provide clear and concise instructions on how to complete the online requirements.
- Instructor will provide a range of opportunities to engage in the course content in a meaningful way.

Instructor Expectations of Students:

- Successful students will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Successful students will complete all coursework on assigned due date.
- Successful students will engage in the course, with their peers, and the instructor and with open communication and active participation.
- Students should be diligent to use both oral and written communication that respects peers and instructor.
- Students should respond to instructor communication requests regarding course progress and for general inquiries in a timely manner.
- Successful students will not plagiarize the work of other or use the work of their peers and claim it as their own.
- Successful students will pre-plan for testing situations and ensure they are able to access the internet to complete the exam during its assigned date and time.

- Students will be proactive and resourceful to problem solve in case of internet or technical issues.

Learning Environment

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, assignment name and number, submission date.* Also, put your name and the assignment number in the document's file name.

Correct format: Last name_First name_Assignment name_#_ED7100_Submission Date

Example: Doe_Jane_Module 1_#2_ED7100_06.05.2024

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.

Use of Generative Artificial Intelligence (GAI)

Generative AI tools, especially large language model chatbots like ChatGPT, are widely used today in many contexts. Learning to use AI responsibly and ethically is thus an important concept to engage with thoughtfully in your work as a student and beyond. Students should, however, be aware of the limits of generative AI tools such as ChatGPT:

- The quality of the prompt fed to the chatbot directly correlates to the quality of the generated text you will receive. Making the most of ChatGPT requires being thoughtful about how you write your prompts.
- Fact-check all AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you

used to get the results. Failure to do so is in violation of academic integrity policies. [Click here for information on how to cite AI tools.](#)

- **Caution:** Using an AI-content generator such as ChatGPT to complete an assignment without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work, and you attribute the use of any tools and sources.

The following examples demonstrate **approved uses of AI** in this course. You can take advantage of a generative AI to:

- Brainstorm ideas, draft an outline, clarify thoughts, and/or generate keywords.
- Fine-tune, expand, or clarify your research questions.
- Check grammar, writing conversions, and style; help you find an expression.

The use of generative AI tools **is not permitted** in this course for the following activities:

- Using the AI tool to compose a response to discussion board prompt or to enter content into a chat in a classroom context (e.g., Teams, Zoom, Google Meets).
- Completing your specific task for assigned group work.
- Copying and pasting entire paragraphs from the AI tool to complete narrative/essay assignments and/or papers.

Course Withdrawal

The Last day to drop a course with a 'W' is **Tuesday, September 3, 2024**. 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.

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.

Distance Ed (Web-based-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-base 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. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, or communicating with the instructor by phone, email, and/or not following the instructor's participation guidelines stated in the syllabus. Non-participation is equivalent to a student being absent in a regular classroom. Given this equivalency, *non-participation can be defined as a student not submitting assignments and not communicating with the professor.* Attendance for fully online classes is determined by the last participation in course

assignment or activity. Students will be notified if they are falling behind, not submitting work, not attending class or failing assignments. Attendance policy information may also be found in the Student Handbook and Information concerning SRSU [Online Distance Education Guidelines](#). In the Educational Leadership Program, the 20% absence threshold will be determined by the following timeframes for non-participation.

- 16-week course: 3 weeks (21 consecutive days) of non-participation
- 8-week course: 1.5 weeks (11 consecutive days) of non-participation
- 4-week course: 1 week (7 consecutive days) of non-participation

Any student dropped for excessive absences will receive either an “F” or a “W” depending upon the faculty member’s discretion. Attendance policy information may also be found in the ***Student Handbook and Information concerning SRSU Online Distance Education guidelines***.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 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.

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 Schwartz Grisham, M.Ed., LPC, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@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, Sul Ross State University, Alpine, Texas, 79832.

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 come and talk with me. I want to be a resource for you.

Course Schedule

Module 1 Assignments	Items to Submit	Due Dates and Point Values
Mod1 Assn1 Mandatory Course Overview Meeting	You will join the Meeting via Teams link. ***If you cannot attend, please let the instructor know so you can complete an alternative assignment.	Saturday, August 30 3:00 - 4pm (CST) 2:00-3:00 (MST)
Mod1 Assn2 Career Advancement Survey	Take survey in Blackboard before due date.	Monday, September 1 Before 11:59pm 50 points
Mod1 Assn3 Checking for Understanding of the TExES 268 and 368	Take quiz in Blackboard before the due date.	Monday, September 1 Before 11:59pm 100 points
Mod1 Assn4 Certify Teacher Baseline Exam (Full-length)	SUBMIT to Blackboard: 1. Certify Teacher Score Report	Monday, September 15 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 22 Before 11:59pm 100 points
Mod2 Assn2 Reflection 1 School Vision and Culture	SUBMIT to Blackboard: Reflection #1	Monday, September 29 Before 11:59pm 100 points
Mod2 Assn3 Pillar 1- A New Vision	SUBMIT to Blackboard: Create a new thread and upload your PowerPoint Presentation	Monday, October 6 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 13 Before 11:59pm 100 points
Mod3 Assn2 Reflection 2 The Change Process and Organizational Structures	SUBMIT to Blackboard: Reflection #2	Monday, October 20 Before 11:59pm 100 points
Mod3 Assn3 Pillar 2-Communicating a New Vision with Stakeholders	SUBMIT to Blackboard 1. Action Plan Template 2. Mock Report to Superintendent 3. Link to Portfolio Folder in SRSU OneDrive	Monday, October 27 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, November 3 Before 11:59pm 100 points
Mod4 Assn2 Reflection 3	SUBMIT to Blackboard: Reflection #3	Monday, November 10 Before 11:59pm

School Finance and Master Schedule		100 points
Module 5 Assignments	Items to Submit	Due Dates and Point Values
Mod5 Assn1 Create Portfolio	<p>Create and add the following slide(s) to your Portfolio Defense PowerPoint (SRSU OneDrive):</p> <ul style="list-style-type: none"> → Introduction + link to resume → Pillar 1: School Culture and Vision- summary + links to the following: <ul style="list-style-type: none"> o School Culture and Vision PowerPoint → Pillar 2: Communication with Stakeholders- summary + links to the following: <ul style="list-style-type: none"> o Action Plan Template o Mock Report to Superintendent <p>SUBMIT to Blackboard: Link to Portfolio Folder in SRSU OneDrive</p>	Monday, November 24 Before 11:59pm 100 points