

ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS
ASE 532
Spring Branch Cohort
Fall 2007

ASE 532 is the beginning required course for the Master of Education in Administration and the principal certificate.

A. INSTRUCTOR

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B. COURSE DESCRIPTION

This course addresses the basic activities of educational management, theories and concepts, as well as the organization and governance of public schools.

C. COURSE RATIONALE

The purpose of this course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science and the Educational Leadership Program.

1. Sam Houston State University Mission: "...enable it's students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "...provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
3. Educational Leadership Program Mission: "To prepare educational leaders for real world challenges and opportunities."

D. TEXTS

Educational Administration Concepts and Practices, 4th Edition, 2004, Fred C. Lunenburg and Allan C. Ornstein.

Texas Public School Organization and Administration: 2006, (Tenth Edition) James A. Vornberg, Editor.

The Principal Portfolio, 1997, Corwin Press, Inc. Genevieve Brown and Beverly Irby.

E. COURSE KNOWLEDGE AND SKILLS OBJECTIVES

The Educational Leadership Program at Sam Houston State University is accredited by the Texas State Board of Educator Certification (SBEC) and the National Council for the Accreditation of Teacher Education (NCATE). While completing an approved preparation program, all candidates for the school principal certificate in Texas must demonstrate general knowledge and skill competency related to the seven proficiency areas for principals established by the SBEC. Also, all candidates must demonstrate performance in the twelve program standard areas for educational leadership programs established through NCATE.

F. OBJECTIVES USED TO EVALUATE COURSE EFFECTIVENESS

Several objectives will be used by students to evaluate the effectiveness of this course. It is important to know these objectives as we begin the course so that formative evaluation can occur throughout the course of study.

Essential Objectives:

1. Gaining factual knowledge (terminology, classification, methods, and trends). Focus is building a knowledge base.
2. Learning fundamental principles, generalizations, or theories. Focus is to connect facts and understand relationships.
3. Learning to apply course material (to improve thinking, problem-solving, and decisions). Focus is on applying what you have learned in this class to clarify thinking or solve problems.

Important Objectives:

1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

G. LEARNER OUTCOMES

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TE _x ES COMPETENCIES
ASE 532		
3.1 Manage the Organization 3.3 Manage Resources	1. Develop a two-page vita or resume which could be used in making application for an administrative position (this will need to be updated during your final semester/internship).	6.4 Recruit, Select, Evaluate Personnel-Legal
2.4 Design Prof. Dev. Growth Plans	2. State your professional goals for the next five years. Develop a specific professional growth plan which you feel must be accomplished to obtain these goals.	6.1 Collaboratively Develop Prof. Dev. Plan
3.1 Manage the Organization 3.2 Manage Operations	3. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.	6.4 Recruit, Select, Evaluate Personnel-Legal 6.5 Use Evaluations to Enhance Personnel
4.1 Collaborate w/ Site-based Committee 4.3 Mobilize Community Resources	4. Attend and critique two school board meetings. Describe the techniques used to communicate the school board's action to employees and to the community.	2.1 Communicate w/Families 2.3 Implement Communication System 2.5 Develop Community Relations
2.1 Promote Positive School Culture	5. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community?	1.9 Assess/Modify Plans 1.2 Involve Parents & Community Members
4.1 Collaborate w/ Site-based Committee	6. Describe how the principal and assistant principal(s) interact with the site-based decision-making committee.	2.2 Build consensus/ Conflict mgmt. 2.5 Develop Community Relations

Knowledge and Skills for the Principalship (SBEC) Addressed in ASE 532

OBJECTIVE 1: Learner-Centered Values And Ethics In Leadership

A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner. At the campus level a principal understands, values and is able to:

Administrative Duties:

1. Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
2. Implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of the Texas Administrative Code, relating to the Code of Ethics and Standards Practices of Texas Educators.

OBJECTIVE 2: Learner-Centered Leadership And Campus Culture

A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

Administrative Duties:

5. Utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision.

OBJECTIVE 5: Learner-Centered Organizational Leadership And Management

A principal is an educational leader who promotes success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values and is able to:

Administrative Duties:

1. Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
2. Gather and organize information from a variety of sources for use in creative and effective campus decision making.
6. Apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.
7. Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

OBJECTIVE 7: Learner-Centered Instructional Leadership and Management

A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands values and is able to:

Administrative Duties:

1. Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.

Program Standards (NCATE) Addressed in ASE 532

AREA I. STRATEGIC LEADERSHIP

The knowledge, skills and attributes to identify contexts, develop with other's visions and purposes, utilize information, frame programs, exercise leadership processes to achieve common goals, and act ethically for educational communities.

1. Professional and Ethical Leadership
The institution's program prepares school leadership who demonstrate an understanding of, and the capacity to:
 - 1.5 Identify and critique several theories of leadership and their application to various school environments.
 - 1.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
 - 1.7 Manifest a professional code of ethics and values.
2. Informational Management and Evaluation
The institution's program prepares school leaders who demonstrate an understanding of, and the capacity to:
 - 2.4 Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and implications.

AREA III. ORGANIZATIONAL LEADERSHIP

The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

7. Interpersonal Relationships
The institution's program prepares school leaders who demonstrate an understanding of, and the capacity to:
 - 7.4 Promote multicultural awareness, gender sensitivity and racial ethnic appreciation.

AREA IV: POLITICAL AND COMMUNITY LEADERSHIP

The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs.

11. Educational Law, Public Policy and Political Systems
The institution's program prepares school leaders who demonstrate an understanding of, and the capacity to:
 - 11.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.
 - 11.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.
 - 11.4 Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.

- 11.5 Make decisions based on the moral and ethical implications of policy options and political strategies.
- 11.7 Develop appropriate procedures and relationships for working with local governing boards.

H. PERFORMANCE ASSESSMENT:

The candidates' performance of the knowledge and skills as set forth in the attached table must be at the 70% level or better to assure successful completion of the course.

I. COURSE MATRIX:

Topic	Proficiencies and Standards Texas Principal = TP NCATE Standard = N	Field-Based Component	Learning Activity and Measurement
A. Definition of Educational Administration	TP 5.1	Observation Pre-Assessment Instrument	Reading Reflection Lecture Portfolio
B. Definition and Function of Theory	N 1.5		Reading Reflection Lecture
C. Classical Organizational Theory and Organizational Structure Concepts	TP 5.1 N 1.5	Observation Review of District Organizational Structure	Reading Reflection Lecture Discussion Paper
D. Human Relations Theory	TP 5.1 N 1.5	Observation	Reading Reflection Lecture
E. Behavioral Science Theory	TP 5.1 N 1.5	Observation	Reading Reflection Lecture Discussion Paper
Topics A-F will further be measured by an examination.			
G. Traditions of Public Schools	TP 2.5 N 1.6 N 2.4	Observations Interview	Reading Reflection Analysis Chart
H. Societal Influences in Public Education	TP 2.5 N 1.6 N 2.4 N 7.4	Observations Interview	Reading Reflection Analysis
I. Federal Involvement in Public Education	TP 2.5 N 11.1 N 11.3 N 11.4	Observation	Reading/research Reflection Lecture Paper
J. State Involvement in Public Education	TP 5.6 N 11.1 TP 5.7 N 11.3 N 11.4	Observation	Reading/research Reflection Lecture Paper

K. Regional Service Centers and County Involvement in Public Schools	TP 5.6 TP 5.7	N 11.1 N 11.3 N 11.4	Observation	Reading/research Reflection Lecture
Topics G-K will further be measured by an examination and a group research project.				
L. Local School Districts	TP 1.1 TP 1.2 TP 5.6 TP 5.7		Observation	Reading Reflection Lecture Research
M. Local School Board of Trustees	TP 1.1 TP 1.2 TP 5.6 TP 5.7	N 1.7 N 11.1 N 11.3 N 11.4 N 11.5 N 11.7	Observation	Reading Reflection Lecture Discussion Research
N. Superintendency and District Administrative Structure	TP 1.1 TP 1.2	N 1.7 N 11.3 N 11.5 N 11.7	Observation	Reading Reflection Lecture Research
O. Principals and Building Administrative Structure	TP 7.1 TP 1.2	N 1.7 N 11.3 N 11.5 N 11.7	Observation	Reading Reflection Lecture Research
P. Effective Schools Research	TP 7.1	N 11.3	Observation	Reading Reflection Lecture Research
Q. Accreditation	TP 5.2	N 11.3	Observation School Report Card	Reading Reflection Lecture Research
Topics L-Q will further be measured by an examination and a group research project.				

J. ACADEMIC PORTFOLIO

As a part of the principal program each student will develop an academic portfolio. Portfolio development begins in ASE 532.

K. LEARNING ACTIVITIES

- I. Papers will be submitted on different topics as specified in the course outline.
- II. **Attendance and discussion will be an important aspect of the course. Students are expected to attend class each week. The instructor must approve all absences. Points for participation may be deducted for lack of attendance. Students who are absent for more than two class periods may drop one or more letter grades.**
- III. Three examinations will be given as scheduled in the course outline. Two exams will be project oriented with individual and group participation and one will be a reflective assignment over the course material.
- IV. Group research projects will be required on pertinent topics related to school administration.

L. STUDENT CODE OF CONDUCT

Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and Student Code Of Conduct. Particular attention should be paid to the sections on plagiarism and theft or mutilation of library materials.

Students should practice self-discipline in classes. Courtesy should be extended to all graduate students. Thought should be given to the value of all conversation in class. Classes will be more enjoyable and beneficial to all involved when graduate students conduct themselves as conscientious professionals.

Students with a disability, which affects their academic performance, are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

M. GRADE:

The grade for the course will be based upon the following distribution of points:

- | | | |
|----|---|------------|
| 1. | Two papers | 30 points |
| 2. | Examinations (3) | 120 points |
| 3. | Group Research Projects | 25 points |
| 3. | Attendance and participation | 30 points |
| | (To earn participation points, a student must be actively participating in group collaboration, discussions, and other formats required in the course.) | |
| 4. | Field Work | 45 points |

The letter grades will be based on total points earned by the student.

225 - 250 points A
200- -224 points B
175 - 199 points C

NOTE: Papers, projects, and exams are due on the date printed in the course outline unless otherwise notified. If you are resubmitting a paper for reconsideration, it must be submitted on or before the next class period after the paper was originally returned, unless prior arrangements are made with the professor.

Course Outline for ASE 532

Spring Branch Cohort Fall 2007

Session 1 August 20, 2007

1. Introduction
2. Preview of Educational Leadership Program Objectives
3. Preview of ASE 532 Objectives, Activities, and Assignments including papers, exams, and group projects.
4. **Assignments:** Read Lunenburg Chapters 1, 2, 3, 4, 5, 7; Read Vornberg Chapter 11
Read Brown Chapters 1-3

Resume/Goals: Complete Resume and Five Year Goals

To be added to the Portfolio

Due: Aug. 27, 2007 (turn into instructor electronically)

Field Work:

Gather data from your school regarding the results from a recent climate/culture survey to be used during Session 5. Final product will include reflections. Add to your portfolio under Standard II. **Due: Nov. 5, 2007**

Describe how the principal and assistant principal(s) interact with the site-based decision-making committee. Final product will include reflections. Add to your portfolio under Standard IV.

Due: Nov. 5, 2007

Attend and critique two school board meetings. Describe the techniques used to communicate the school board's action to employees and to the community.

Reflections must be included. Add to your portfolio under Standard IV **Due: Nov. 26, 2007**

Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions. Final product will include reflections. Add to your portfolio under Standard III.

Due: Nov. 26, 2007

First Paper:

Administrative Thought Paper: Explain the development of administrative thought. Support your explanations with examples of theorists in each period. Include references and APA citations. (5 pages max)

Due: Sept. 24, 2007

Session 2 August 27, 2007

1. Unit I - Definition of Educational Administration
2. Unit II - Foundations of Administrative Practice
 - A. Definition of Theory
 - B. Development of Theory
 - C. Four Periods of Administrative Theory Development
 - D. Organizational Structure Concepts
3. **Assignment:** Read Chapters

Session 3 September 10, 2007

1. Unit II - Foundations of Administrative Practice
2. Discuss the Theorist in Each Period
3. **Assignment:** Read Chapters
Prepare the Theorist Exemplary of Each Era

Units I and II Objectives:

Explain the development of administrative thought and its impact on organizational development and behavior.

Analyze the effect of leadership on an organization using theory and process to differentiate the results.

EXAM I Due Oct. 15, 2007

Session 4 September 17, 2007

1. Unit II - Foundations of Administrative Practice
 - A. Review Development of Administrative Theory
 - B. Discuss Leadership Theory
2. **Assignment:** Read Chapters

Session 5 September 24, 2007

1. Unit II - Foundations of Administrative Practice
 - A. Review Administrative Theory Development
 - B. Function of Climate, Culture
 - C. **Assignment:** Prepare Exam I
Read Chapters
 - D. **Administrative Thought Paper due Sept. 24, 2007**

Session 6 October 1, 2007

1. Unit II - Foundations of Administrative Practice
 - A. Review Development of Administrative Periods and the Impact of Change, Communication and Motivation
2. **Assignment:** Complete Examination I
Second Paper : **Leadership Paper:** Thinking about Crow's leadership themes (V 8), Lunenburg's theoretical description of leadership (L 5), Harrison's guide to developing a personal and professional philosophical base (V 19) ,describe a situation in which you were in leadership (school, community, church, etc.). Using leadership theory (ies), describe your behavior as a leader and use the selected theory(ies) to support your discussion. Describe what you would do differently, if anything, if you could go back and do it over again (5 pgs max); Include references and APA citations.
Due: Oct. 29, 2007

Session 7 October 8, 2007

1. Development of Theory and Ethics in Leadership and Decision-Making,
2. **Assignments:** Read Chapters

Session 8 October 15, 2007

1. **Feedback Session for Leadership Profile**
2. **Examination I due Oct. 15, 2007**

Session 9 October 22, 2007

1. Unit III - Governance Components (**Group Presentation**)
 - A. Federal Components Impacting Education
 - B. Federal Involvement in Education
2. **Assignment:** Read Chapters

Units III and IV Objectives:

Analyze the influence of national and state government on local education.

Create the structure and governance for education in a local district.

Exam II Due Nov. 12, 2007

Group projects will be presented during sessions 9-15.

Session 10 October 29, 2007

1. Unit III - Governance Components (**Group Presentation**)
 - A. State Components Impacting Education
 - B. State Involvement in Public Education
2. **Assignment:** Read Chapters
3. **Leadership Paper due Oct. 29, 2007**

Session 11 November 5, 2007

1. Unit III - Governance Components (**Group Presentation**)
 - A. Regional Components Impacting Education
 - B. County Components
2. **Assignment:** Prepare Examination II
Read Chapters
3. **Field Work due: Culture/climate survey and site-based relations**

Session 12 November 12, 2007

1. Unit IV - Local School Districts (**Group Presentation**)
 - A. Local School District Structure and Governance
 - B. Local School Boards of Trustees and Superintendent
2. **Assignment:** Read Chapters
3. **Exam II due Nov. 12, 2007**

Session 13 November 18, 2007

1. Unit IV - Local School Districts (**Group Presentation**)
 - A. Local District Organization and Administrative Structure
 - B. Central Administration
 - C. Campus Administrative Structure
 - D. Principalship
2. **Assignment:** Review Administrative Structures and Positions
Read Chapters

Session 14 November 26, 2007

1. Unit IV - Local School Districts (**Group Presentation**)
 - A. Texas Accountability System
 - B. School Report Card
 - C. Effective School Correlates
 - D. Assignment: Read Chapters and TEA Website
2. **Field Work due: School board critiques and campus principal evaluation**

Session 15 December 3, 2007 **Exam III taken in class**