

ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS
ASE 532
Spring 2008

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

The following objectives will be used by the 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

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 polices, 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 Guest Speaker Reading/research Reflection Lecture Paper |
| J. State Involvement in Public Education | TP 5.6 TP 5.7 N 11.1 N 11.3 N 11.4 | | Observation Guest Speaker 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 Guest Speaker 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 Guest Speaker 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 Guest Speakers Reading Reflection Lecture Research |
| O. Principalship and Building Administrative Structure | TP 7.1 TP 1.2 N 1.7 N 11.3 N 11.5 N 11.7 | | Observation Guest Speakers 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.

The student will assess his/her knowledge and skills as he/she begins the program (Pre-Assessment Instrument). Further the student will write a reflections paper to describe why he/she believes he/she is functioning at the self-perceived levels. These artifacts will be incorporated in the portfolio.

K. LEARNING ACTIVITIES

- I. Papers or reports will be submitted on three different topics as specified in the course outline.
- II. Attendance and discussion will be an important aspect of the course.
- III. Three examinations will be given as scheduled in the course outline. All exams will be project oriented with individual and group participation.
- 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. **Three papers** 45 points
(1/2 of points for content of paper,
1/2 of points for delivery of paper)
2. **Examinations (3)** 150 points
3. **Group Research Projects** 30 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. **Portfolio** (Includes online materials, 45 points
resume, and framework).

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

| | |
|------------------|---|
| 270 - 300 points | A |
| 240 - 269 points | B |
| 210 - 239 points | C |
| 0 - 209 points | F |

NOTE: Papers 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 2008

(Dates for specific discussion board and virtual classroom assignments will be made in the weekly Announcements)

Session 1 Week of January 17, 2008

1. Introduction
2. Preview of Educational Leadership Program Objectives
3. Preview of ASE 532 Objectives and Activities
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: January 31, 2008

Field Work: Gather data from your school regarding the results from a recent climate/culture survey to be used during Session 5. If your school has not conducted a climate survey, then interview an administrator concerning why/why not, if there are other methods in place for gathering the information and so forth. Final product will include reflections. Add to your portfolio under Standard II. **Due: February 14, 2008**

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: April 10, 2008**

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: April 10, 2008**

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: April 10, 2008**

First Paper: Explain the **development of administrative thought**. Support your explanations with examples of theorists in each period. Include references and APA citations.
Due: February 21, 2008

Session 2 Week of January 24, 2008

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 Lunenburg Chapters 3, 4, 5, 6, 7, and 8
Read Vornberg Chapters 7, 8, 12 and 19

Session 3 Week of January 31, 2008

1. Unit II - Foundations of Administrative Practice
2. Discuss the Theorist in Each Period
3. **Assignment:** Review Lunenburg Chapter 5
Prepare the Theorist Exemplary of Each Era

Session 4 Week of February 7, 2008

1. Unit II - Foundations of Administrative Practice
 - A. Review Development of Administrative Theory
 - B. Discuss Leadership Theory
2. **Assignment:** Review Lunenburg Chapters 3, 6, 7, and 8
Review Vornberg Chapters 8, 10, 12 and 19

Session 5 Week of February 14, 2007

1. Unit II - Foundations of Administrative Practice
 - A. Review Administrative Theory Development
 - B. Function of Change, Climate, Culture, Decision-Making, Motivation, and Communication
2. **Assignment:** Review Lunenburg Chapters

Session 6 Week of February 21, 2008

1. Unit II - Foundations of Administrative Practice
 - A. Review Development of Administrative Periods and the Impact of Change
 - B. Development of Theory and Ethics in Leadership
2. **Assignment:** Complete Examination I
Second Paper: Leadership: 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), discuss how you intend to lead when you become an administrator. (5pgs max)
Due: March 13, 2008

Session 7 Week of February 28, 2008

1. **Examination I** over Units I and II **Due March 6, 2008**
2. **Assignments:** Read Lunenburg Chapter 12
Read Vornberg Chapters 1, 5, 7 and 9

Session 8 Week of March 6, 2008

1. Unit III - Governance Components
 - A. Federal Components Impacting Education
 - B. Federal Involvement in Education

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 April 3, 2008**

Group projects will be presented during sessions 8-15.

2. **Assignment:** Read Vornberg Chapters 1, 4, 6 and 9

Third Paper: Legislative Impact: Discuss the impact of federal or state bilingual/ESL

legislation on your school. In your paper, discuss the legislation fully and then specifically detail the impact on your school.
(5 pgs max)

Due: April 17, 2008

Session 9 Week of March 20, 2008

1. Unit III - Governance Components
 - A. State Components Impacting Education
 - B. State Involvement in Public Education
2. **Assignment:** Read Vornberg Chapters 1, 3 and 4

Session 10 Week of March 27, 2008

1. Unit III - Governance Components
 - A. Regional Components Impacting Education
 - B. County Components
2. **Assignment:** Prepare Examination II

Session 11 Week of April 3, 2008

1. **Exam II over Unit III: Due April 3, 2008**
2. **Assignment:** Read Lunenburg Chapters 10 and 15
Read Vornberg Chapters 2, 6, 8, and 9

Session 12 Week of April 10, 2008

1. Unit IV - Local School Districts
 - A. Local School District Structure and Governance
 - B. Local School Boards of Trustees and Superintendent
2. **Assignment:** Read Lunenburg Chapters 11 and 16
Read Vornberg Chapters 6, 9, 12, 13, 14, 17, and 19

Session 13 Week of April 17, 2008

1. Unit IV - Local School Districts
 - A. Local District Organization and Administrative Structure
 - B. Central Administration
 - C. Campus Administrative Structure
 - D. Principalship
2. **Assignment:** Review Administrative Structures and Positions
Review Vornberg Chapter 6

Session 14 Week of April 21, 2007

1. Unit IV - Local School Districts
 - A. Texas Accountability System
 - B. School Report Card
 - C. Effective School Correlates

Session 15 Week of April 28, 2007

Examination III TBA.

