

ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS
ASE 532
Summer 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.

The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

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.

American Psychological Association Manual, 5th edition, 2001, American Psychological Association (APA).

* The spiral bound copy of this manual is recommended because it is easier to use.

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 – EMBEDDED INTERNSHIP ACTIVITIES

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 a school board meeting. 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:

Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.

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 Discussion Board Portfolio
B. Definition and Function of Theory	N 1.5		Reading Discussion Board
C. Classical Organizational Theory and Organizational Structure Concepts	TP 5.1 N 1.5	Observation Review of District Organizational Structure	Reading Discussion Board
D. Human Relations Theory	TP 5.1 N 1.5	Observation	Reading Discussion Board
E. Behavioral Science Theory	TP 5.1 N 1.5	Observation	Reading Discussion Board
G. Traditions of Public Schools	TP 2.5 N 1.6 N 2.4	Observations Interview	Reading Discussion Board
H. Societal Influences in Public Education	TP 2.5 N 1.6 N 2.4 N 7.4	Observations Interview	Reading Discussion Board
I. Federal Involvement in Public Education	TP 2.5 N 11.1 N 11.3 N 11.4	Observation	Reading/research Discussion Board 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 Discussion Board Paper
K. Regional Service Centers and County Involvement in Public Schools	TP 5.6 N 11.1 TP 5.7 N 11.3 N 11.4	Observation	Reading/research Discussion Board Paper
L. Local School Districts	TP 1.1 TP 1.2 TP 5.6 TP 5.7	Observation	Reading/Research Discussion Board Paper
M. Local School Board of Trustees	TP 1.1 N 1.7 TP 1.2 N 11.1 TP 5.6 N 11.3 TP 5.7 N 11.4 N 11.5 N 11.7	Observation	Reading/Research Discussion Board Paper
N. Superintendency and District Administrative Structure	TP 1.1 N 1.7 TP 1.2 N 11.3 N 11.5 N 11.7	Observation	Reading/Research Discussion Board Paper

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	Reading/Research Discussion Board Paper
P. Effective Schools Research	TP 7.1	N 11.3	Observation	Reading/Research Discussion Board Paper
Q. Accreditation	TP 5.2	N 11.3	Observation School Report Card	Reading/Research Discussion Board Paper

J. ACADEMIC PORTFOLIO

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

K. LEARNING ACTIVITIES

- I. Papers will be submitted on pertinent topics related to school administration.
- II. Participation in discussion board topics will be an important aspect of the course.
- III. Field work is expected and an important aspect of the course.

L. GRADES:

All assignments are considered late if they are not posted by midnight on the due date. A ten percent grade reduction will be enacted for each day that the assignment is late.

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

1. **Two papers** (100 points each) 200 points
2. **Research administrative theory** 50 points
3. **Discussion Board Assignments** 50 points for initial thread
2 points for each responses up to two per topic
4. **Field Work*** 100 points
 - Resume and Five-Year Goals (20 points)
 - School Board Meeting (20 points)
 - Critique the Principal Appraisal Process (20 points)
 - Climate/Culture Analysis (20 points)
 - Site-Based Decision Making Collaboration (20 points)

** These field work activities will be placed in your portfolio and kept throughout your entire course of study.*

The letter grades will be based on total points earned by the student. I do not have the total points figured yet, but you can always determine your grade based on the scale below:

- A (90-100% of the total points possible)
- B (80-89% of the total points possible)
- C (70-89% of the total points possible)
- F (less than 70% of the total points possible)

Course Outline for ASE 532 Summer 2008

Reading Assignments

There is no grade for reading assignments, however they are recommended for success on the papers, research, and discussion topics.

June 3, 2008 Begin Lunenburg chapters 4,5,6 and Vornberg 8,10

June 5, 2008 Begin Lunenburg chapters 7,8,9 and Vornberg 17,9,10

June 9, 2008 Begin Vornberg chapters 1,4,5,11 and Lunenburg 1,2

June 16, 2008 Begin Lunenburg chapter 10 and Vornberg 2, 3, 25, 26

June 18, 2008 Begin Lunenburg chapter 11 and Vornberg 6

Discussion Board Topics

Each of you will be responsible for initiating a discussion thread on blackboard. I will provide the list of who initiates each discussion. Each classmate is responsible for two responses to each thread. Your response should address a comment in the initial thread or a comment left by someone else. The threads will be based on chapters that you will be reading. The discussion topics and due dates are provided below:

Thread on Lunenburg Ch. 4 initiated by **Abney** by June 5 responses must be posted by June 7

Thread on Lunenburg Ch. 5 initiated by **Barber** by June 5 responses must be posted by June 7

Thread on Lunenburg Ch. 6 initiated by **Batcheler-Williams** by June 5 responses must be posted by June 7

Thread on Vornberg Ch. 8 initiated by **Blackwood** by June 5 responses must be posted by June 7

Thread on Vornberg Ch. 10 initiated by **Brown** by June 5 responses must be posted by June 7

Thread on Lunenburg Ch. 7 initiated by **Caldwell** by June 7 responses must be posted by June 9

Thread on Lunenburg Ch. 8 initiated by **Chandler** by June 7 responses must be posted by June 9

Thread on Lunenburg Ch 9 initiated by **Cho** by June 7 responses must be posted by June 9

Thread on Vornberg Ch. 17 initiated by **Clark** by June 7 responses must be posted by June 9

Thread on Vornberg Ch. 9 initiated by **Duncan** by June 7 responses must be posted by June 9

Thread on Vornberg Ch 10 initiated by **Ellison** by June 7 responses must be posted by June 9

Thread on Vornberg Ch. 11 initiated by **Figuroa** by June 9 responses must be posted by June 11

Thread on Lunenburg Ch. 1 initiated by **Galloway** by June 9 responses must be posted by June 11

- Thread on Lunenburg Ch. 2 initiated by **Garcia** by June 9 responses must be posted by June 11
- Thread on Vornberg Ch. 1 initiated by **Gibson** by June 11 responses must be posted by June 13
- Thread on Vornberg Ch 4 initiated by **Hudspeth** by June 11 responses must be posted by June 13
- Thread on Vornberg Ch 5 initiated by **Lott** by June 11 responses must be posted by June 13
- Thread on Lunenburg Ch. 10 initiated by **Moore** by June 16 responses must be posted by June 19
-
- Thread on Vornberg Ch 2 initiated by **Riddler** by June 16 responses must be posted by June 19
- Thread on Vornberg Ch 3 initiated by **Roach** by June 16 responses must be posted by June 19
- Thread on Vornberg Ch 25 initiated by **Schnitker** by June 16 responses must be posted by June 19
- Thread on Vornberg Ch 26 initiated by **Singletary** by June 16 responses must be posted by June 19
- Thread on Lunenburg Ch. 11 initiated by **Tisdell** by June 19 responses must be posted by June 22
- Thread on Vornberg Ch 6 initiated by **Urbanovsky** by June 19 responses must be posted by June 22

Research Assignment (due June 11)

Administrative Thought Paper: Explain the development of administrative thought. Support your explanations with examples of theorists in each period. Include references and APA citations. (3 pages max) Use the following chapters from the texts for the paper.

- Definition of Educational Administration – Vornberg Chapter 11
- Foundations of Administrative Practice – Lunenburg Chapters 1 and 2
 - A. Definition of Theory
 - B. Development of Theory
 - C. Four Periods of Administrative Theory Development
 - D. Organizational Structure Concepts
- Foundations of Administrative Practice – Lunenburg Chapter 3
Vornberg Chapter 7

Field Work Assignments (please note due dates)

Field Work (100 pts.): Complete Resume and Five-Year Goals to be added to the Portfolio
Due: June 6, 2008

Gather data from your school regarding the results from a recent climate/culture survey. Final product will include reflections. Add to your portfolio under Standard II.
Due: June 14, 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: June 18, 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: June 23, 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: June 27, 2008

Paper One (Federal and State Impact)

Paper one is **due June 13**. This paper has a 5 page max. The paper should address the federal and state components impacting public education, federal and state involvement in public education, and the Texas Accountability System. You should be able to get information from Vornberg chapters 1,4,5 and Lunenburg chapters 9, 10.

Paper Two (Regional and Local Impact)

Paper two is **due June 27**. This paper has a 5 page max. The paper should address the regional components impacting public education, local district structure and governance, local boards and superintendent relations, local district organization and administrative structure, and effective school indicators. You should be able to get information from Vornberg chapters 2, 3, 25, 26 and Lunenburg chapters 9, 10, 11.