

ASE 671

Role of the Principal in School Administration

Course Syllabus

COURSE/TITLE: ASE 671.ROLE OF THE PRINCIPAL IN SCHOOL ADMINISTRATION
COLLEGE: SAM HOUSTON STATE UNIVERSITY
DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

PROFESSOR: DR. LINDA RODRIGUEZ

OFFICE PHONE: 281-985-7308
(Please leave your name and number where you can be reached).

ELECTRONIC
OFFICE HOURS: MONDAYS: 6:00-7:00 P.M.

AFTER HOURS: 281-893-3939
Please call me if you have an urgent message.

FAX#: 281-985-6169

E-MAIL: elc_rgr@shsu.edu

COURSE DESCRIPTION All key topics related to the principalship are covered, including goal-setting, strategic planning, organization design, leadership, decision making, communication, human resources, pupil personnel, services, curriculum development, improving teaching, and business management functions. **Prerequisite: ASE 532**

REQUIRED MATERIALS: This course will be web-based and field-based. You must be able to access blackboard. <http://blackboard.shsu.edu/webapps/login>. Additionally, all communications will be from your SHSU email account.

Text:

Lunenburg, F. & Irby, B. (2006) *The Principalship: Vision to Action*. Belmont, CA: Thompson/Wadsworth. ISBN 0-534-62595-9.

EXPECTATIONS:

- Students will participate in online discussion classes.
- Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in a team arrangement to learn what they missed when late or unavoidably absent.
- No make-up assignments will be given; points will be deducted from participation grade and/or assignments turned in late.
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class.
- Late assignments will result in a lower participation grade.
- Students will visit the library at SHSU on line to supplement their readings on the various methodologies and will share these accounts during class discussions.
- Students will make postings on blackboard as assigned. This posting should be related to what you are learning in the course or what we have discussed. You may post questions for response. Some of the postings will result from group-led or individually led discussions. All responses must have a citation from the textbook.

COURSE REQUIREMENTS:

- PARTICIPATION:** Attendance is required on a weekly basis for blackboard. Participation in all discussions, activities, and assignments is expected. In addition, students will be expected to demonstrate the ability to work in collaborative groups via discussion board and projects. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4, ELCC 2.3)
- WRITTEN WORK:** Written assignments will be based on the readings and the student's own experiences. All written assignments must be written at the graduate level and follow APA format as indicated in the SHSU Education Leadership and Counseling Department Writing Standards. (Tx. Principal Standards: 4.2, 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4, ELCC 2.3;)
- READINGS:** Students will be prepared to answer the following questions based on the reading assignment:
1. What key points is the author making?
 2. What issues or concerns does this information generate?
 3. How can I use this information in my role as educational leader?
- Evaluation of the student readings may include any or all of the following:
1. One-page reflection following the Reflection cycle as illustrated in Brown & Irby.
 2. Written response to discussion questions.
 3. Exam
- (Tx. Principal Standards: 4.2, 6.1- 6.5, 7.1-7.8; NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4, ELCC 2.3)

PERFORMANCE AND ASSESSMENT: The students' performance of knowledge and skills as set forth in the attached schedule must be at an 80% level or better to assure successful completion of the course

Assignments are due by 12:00 midnight on the assigned date. Use Assignment section to send all assignments! You must have a Sam Email Account (not to be forwarded to other email) and be able to access Blackboard to participate in this class. Failure to actively use Blackboard for any two-week period will result in the student to be dropped from the class or failed if after drop deadline.

Below you will find orientation information that should be helpful as you prepare for the course over the next few days. You should read and follow the instructions.

1. Pay for your coursework as soon as possible. Until you have paid, you will not be able to access the course website on Blackboard.
2. Create a SHSU Computer Account by going to www.shsu.edu, and then scroll down the "University Fast Links" until you find Computer Account Creation. Follow the steps there to obtain your username and password. These will be used to access Blackboard and SHSU email. Hereafter, your professor will ALWAYS use your SHSU email address to initiate contact with you.
3. Go to Blackboard and login. Locate ASE 671 (your section #) and select the link to the course website.
4. Download and review the syllabus and assignment sheet under Course Information
5. Purchase your textbooks. The University Bookstore telephone number is 936-294-1862.

BLACKBOARD DISCUSSION OBJECTIVES:

- Form team leader to facilitate learning for chapter readings (See discussion board)
 - Provide focus questions or topic for discussion for assigned chapter
 - Each student must post to 3 different members, answer question from leader and powerpoint slide from professor. For a minimum total of 5 postings. (Course statistics will be tracked)
- Opportunity for students to share ideas and experiences with others whose background and viewpoints differ from their own
- Opportunity for peer assistance to help each other understand ideas or concepts
- Use professional language during discussions

ASSIGNMENTS OBJECTIVES

- Opportunity to stay up to date in their work by using a variety of resources (Field-based assignments, interviews, internet research, etc)

- Opportunity for students to extend their intellectual effort beyond that which is required by most courses (NCLB requirements, second language learners, parent involvement, paraprofessional, staff development, interviews, etc)
- Related to real life situations (Major project, weekly assignments, on line discussion).

STUDENT/INSTRUCTOR INTERACTION/COMMUNICATION OBJECTIVES:

- Display a personal interest in students and their learning
- Assist students in ways to find answers to their own questions
- Provide feedback of academic performance
- Clarify course material
- Share ideas about the course content
- Provide timely and frequent feedback
- Provide student-faculty interaction via email, phone calls, etc.

PROGRAM STANDARDS: TEXES, NCATE, IDEA, AND PRINCIPAL STANDARDS AS ALIGNED BY EDL AT SAM HOUSTON STATE UNIVERSITY

COURSE PERFORMANCE STANDARDS, KNOWLEDGE, AND SKILLS:

While completing an approved preparation program, all candidates for school principal certification in Texas must demonstrate general knowledge and skill competency related to the eight standards areas established by the State Board of Educator Certification (SBE): <http://www.tepsa.org/SC/PrincipalStandards.pdf>

STATUTORY AUTHORITY: Texas Education Code, Chapter 21, Subchapter B, Certification of Educators.
<http://www.tea.state.tx.us/sboe/schedule/9809/ch241-ltr.html>

1. Learner-Centered Values and Ethics of Leadership
2. Learner-Centered Leadership and Campus Culture
3. Learner-Centered Human Resources Leadership and Management
4. Learner-Centered Communications and Community Relations
5. Learner-Centered Organizational Leadership and Management
6. Learner-Centered Curriculum Planning and Development
7. Learner-Centered Instructional Leadership and Management.

IDEA objectives for this course: <http://www.idea.ksu.edu/>

1. Gaining factual knowledge
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

NCATE online P. 12: <http://www.ncate.org/standard/new%20program%20standards/elcc.pdf>

DISABILITY STATEMENT:

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor so that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Students are advised of the existence of the Committee for Continuing Assistance for Disabled Students and may request this organization's services by calling (936) 294-1720.

RELIGIOUS HOLIDAYS:

An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.

COURSE OUTLINE

Due Dates	Reading Assignments	ELCC - Ed. Leadership Constituent Council Standards Knowledge & Skills/ Standards Measurement (Including performance based)
7/8	<ul style="list-style-type: none"> ○ Introduction: On blackboard, please provide a short paragraph about yourself (current position, years of teaching experience, school district, etc) ○ Chapter 3 Curriculum Development and Implementation - Complete slide #2 - POST TO DISCUSSION BOARD ○ Chapter 1 Cultivating Community, Culture, and Learning <p>Internship Activity #1: Write a 1 page reflection Discuss faculty orientation and induction year procedures for beginning teachers. Describe follow-up or evaluation procedures used in this program. (Standard III Act. 3. F) Internship activity: Place in notebook under Standard III</p> <ul style="list-style-type: none"> • 	<p>All Standards 1-3 NCATE 1.1, 1.2, 1.4, 1.6, 3.1- 3.6, 3.7, 3.8, 3.9, 4.1,4.2, 4.3, 4.4, 5.4, 5.5, 6.1, 9.1-9.3, 10.2,10.3, 10.4, 10.5</p> <p>TExES I.1.a, I.1.d, I.1.e, I.1.f, I.1.g, I.2.c, II.4.a, II.4.b, II.4.c, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c, II.5.e, II.5.h II.6.a, II.6b, II.6e, II.6.g, III.8.f CS, ESQ, IP, CLT, PL</p>
7/10	<ul style="list-style-type: none"> • Chapter 4 Teaching and Learning - Complete slide #14 - POST TO DISCUSSION BOARD • Chapter 2 Creating a Vision for Learning - Internship Activity #2: Write a 1 page reflection Review the campus improvement plan. Describe how this plan was developed, what strategies are planned to implement this plan, how his plan correlates to district goals, and how the plan will be evaluated. <ul style="list-style-type: none"> • 	<p>All Standards Standard 1 Standard 2 Standard 3</p> <p>NCATE 1.1, 1.2, 1.4, 1.6, 3.1- 3.6, 3.7, 3.8, 3.9, 4.1,4.2, 4.3, 4.4, 5.4, 5.5, 6.1, 9.1-9.3, 10.2,10.3, 10.4, 10.5</p> <p>TExES I.1.a, I.1.d, I.1.e, I.1.f, I.1.g, I.2.c, II.4.a, II.4.b, II.4.c, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c, II.5.e, II.5.h II.6.a, II.6b, II.6e, II.6.g, III.8.f; CS, ESQ, IP, CLT, PL</p>
7/12	<ul style="list-style-type: none"> • Chapter 5 Professional Development - Complete slide #4 POST TO DISCUSSION BOARD 	<p>Standard 2</p> <p>NCATE 1.1, 1.2, 3.3, 3.6, 3.7, 3.8, 4.1,4.2, 4.3, 4.4, 6.1, 9.1-9.3, 10.2</p> <p>TExES I.1.f, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c,II.5.f, II.6a, II.6b, II.6e, II.6.g, III.8.f; CS, ESQ, IP, CLT, PL</p>
7/15	<ul style="list-style-type: none"> • Chapter 6 Student Personnel Services - Complete slide #5 - POST TO DISCUSSION BOARD • Chapter 7 Organizational Structures – Internship Activity # 3: Write a 1 page reflection Discuss the procedures for preparing a master schedule of classes in the elementary and/or secondary schools. (Standard V Act. 5. B) Place in notebook under Standard V 	<p>Standard 3</p> <p>NCATE 1.1, 1.2, 3.3, 3.6, 3.7, 3.8, 4.1,4.2, 4.3, 4.4, 6.1, 9.1-9.3, 10.2</p> <p>TExES I.1.f, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c,II.5.f, II.6a, II.6b, II.6e, II.6.g, III.8.f; CS, ESQ, IP, CLT, PL</p>
7/17	<ul style="list-style-type: none"> • Chapter 10 The Principal and Change - Complete slide #3 - POST TO DISCUSSION BOARD 	<p>Standard 3</p> <p>NCATE 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.2,3.6,5.5, 6.3, 7.1, 7.2, 7.3, 7.5, 10.2, 10.5</p>

	<ul style="list-style-type: none"> Chapter 9 Developing Effective Internship Activity #4: Write a 1 page reflection Attend a district principal's meeting. Describe how the meeting was organized, actions taken and interactions between administrators. (Standard IV Act. 4. A) Place in notebook under Standard IV 	TEExES I.1.c, I.1.i, I.2.a, I.2.b, I.2.d, II.4.f, II.4.g II.7.b, II.7.c, II.7.d, III.8.e; CS, ESQ, IP, CLT, PL
7/22	<ul style="list-style-type: none"> Chapter 14 Community Relations - Complete slide #5 - POST TO DISCUSSION BOARD Chapter 11 Budgeting and School Facilities Internship Activity #5: Write a 1 page reflection Describe the role a building principal plays in the budget development process, including how he principal involves grade level chairs, department chairpersons, teachers and site-based committees in the budget development process, and the budget calendar. (Standard V Act. 5. I) Place in notebook under Standard V 	Standard 3 Standard 3 NCATE 11.1, 11.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 4.1,4.2, 4.6, 5.3, 5.1, 8.1, 8.2, 8.3 TEXES I.1.h, I.1.j, II.5.a, II.5.g, II.5.i, II.5.j, II.5.k, II.6c, II.7.e, II.7.f, III.8.a-III.8.d, III.9.a-II.9.c, III.9.d
7/24	<ul style="list-style-type: none"> Chapter 15 Ethics Complete slide #3 - POST TO DISCUSSION BOARD Chapter 12 Creating Safe Schools – Internship Activity 6: Write a 1 page reflection Secure and/or develop a comprehensive checklist for the opening and closing of a school year from the principal-teacher point of view. Critique the effectiveness of such documents. (Standard V Act. 5. A) Place in notebook under Standard V 	Standard 3 Standard 4 Standard 5 NCATE 3.1. 3.2, 4.2, 4.5, 6.2, 6.4, 7.4, 7.5, 10.1, 10.2, 10.4, 10.5, 10.6, 11.1, 11.2, 11.3, 11.4, TEExES I.3i, I.1.b, II.6d, II.6.f, I.2.e, I.2.g, I.2.h, I.2.f CS, ESQ, IP, CLT, PL
7/29	<ul style="list-style-type: none"> Chapter 16 Political and Policy Contexts - Complete slide #8 POST TO DISCUSSION BOARD Chapter 8 The Principal as Decision Maker - & Chapter 13 Human Resource Management – Internship Activity #7 Write a 1 page reflection Interview the principal as to how he/she uses demographic information in personnel decisions for the school community. (Standard I Act. 1. D) Place in notebook under Standard I 	Standard 6 NCATE 2.3, 3.4, 5.4 TEExES I.2i CS, ESQ, IP, CLT, PL
7/31	<ul style="list-style-type: none"> Chapter 17 Legal Issues Complete slide #7 - POST TO DISCUSSION BOARD 	Standard 6 NCATE 2.3, 3.4, 5.4 TEExES I.2i CS, ESQ, IP, CLT, PL
8/2	<ul style="list-style-type: none"> Final Exam 	Comprehensive

COURSE PERFORMANCE STANDARDS, KNOWLEDGE, AND SKILLS:

Measurement code:

IP-	individual presentations	EQ-	ExCET question development
CLT-	cooperative learning team (discussion, participation, presentations)	PL-	professor lecture
CS-	case studies	GS-	guest lecture

Course Activities

Drop all assignments in the Assignment section.

I. Leadership Book Review: 100 Points DUE JULY 26TH Cooperative activity

(I would recommend that you talk to each other on this assignment to set up groups.) I am sure some of you work together or live close to each other. If this is not the case, then email your colleagues to form a group. Students will form cooperative workgroups of three.

Select a leadership book that you would like to use with your Department chairs or grade level chairs to improve leadership skills, communication skills, team building, Professional learning communities, etc.

Your presentation packet should include the following:

1. A scripted presentation (what you the presenter will say exactly and what questions you will ask, or what directions you will give for activities).	50 pts
2. A PowerPoint to accompany the presentation. Headings, clear, uncluttered and easy to follow.	15 pts
3. The presentation should include research-based information on the leadership skill with the full references included (find the leadership skill in the research literature and find two valid and credible research studies —not an opinion article). Your references must be in APA 5 th edition.	15 pts 2 studies 10 pts APA
4. Report how the strategy is aligned to TExES. Code it.	5pts
5. Your packet should also include all handouts for the activity. Your packet should include at least one ready to use interactive activity.	5pts

Submit the packet as an electronic copy to the Assignment section.

(TX. Principal Standards: 6.1-6.5, 7.1, 7.4, 7.7, 7.8)

II. Discussion Board – Chapter Readings : 150 Points (16-17 PTS PER CHAPTER) SEE DISCUSSION BOARD -INDIVIDUAL ACTIVITY – One leader per chapter in most cases.

Each chapter presentation is due on the assigned date. See blackboard for your assigned chapter.

Part I. Read chapter and answer slide question as posted on blackboard discussion section.

Part II: Leader for Chapter – see discussion board for your assignment. You are to select a key point(s) in the chapter. You are to find two additional resources about key point(s). You are to pose one question to being discussion. You are to lead your chapter in the discussion. This means you must respond to all students for your assigned chapter.

Your key point(s) must be on powerpoint and your references must be in APA.

Post to discussion board as assigned.

You must post a minimum of 4 postings per chapter.

(TX. Principal Standards: 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8; NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4)

III. Preparing for Administration Using Case Analysis: 30 pts (2 @ 15pts) **DUE JULY 12TH** - Cooperative activity

(I would recommend that you talk to each other on this assignment to set up groups.) I am sure some of you work together or live close to each other. If this is not the case, then email your colleagues to form a group.

Students will form cooperative workgroups of three. Let me know who will be in your group. Follow this case study analysis framework to assist you in analyzing your case. Your case study should include the following 5 steps.

1. Summarize the case
2. Identify the problem in a single sentence.
3. Select specific information from the case and categorize it according to people, place, or program
4. Review and prioritize the information
5. Refer to the data in each category to solve the problem identified in the case and to respond to the case study questions.

Case Study #1: A New Role p. 21	Group I.
Case Study # 2: Creating a Vision p. 50	Group II.
Case Study #3: Learning for All p. 171	Group III.
Case Study # 4 The New Math Program p. 321	Group IV
Case Study # 5: Building Bridges Again	Group V.
Case Study # 6: Tough Decision	Group VI.

Post to assignment section. You must respond to at least two case studies for full credit.

IV. Student Created TExES Review Questions: 25 Points **DUE JULY 19TH** Cooperative Activity

Students will form cooperative workgroups of three. Students will create 2 TExES questions that relate to the role of the principal. **ALIGN IT TO THE STANDARD.**

The questions will follow the format of the practice TExES questions. See below.

Mr. Jefferson, the principal of Fuller High School, attends a workshop on gender inequities in mathematics and science education. At the workshop, he views a videotape showing examples of how teachers may unintentionally contribute to such gender inequities through their instructional practices or interactions with students. Mr. Jefferson wants to recommend to the site-based decision-making committee that the faculty participate in a series of seminars on gender inequities. He brings a copy of the videotape to a meeting of the committee, which is considering whether to offer the series of seminars to the faculty.

1. Which of the following questions is most important for the site-based decision-making committee to answer before going ahead with plans for the seminar series?
 - A. How are teachers' interpretations of the concepts presented in the seminars likely to differ?
 - B. What are the most likely outcomes of presenting a seminar on gender inequities to the faculty?
 - C. Are teachers likely to recognize the importance of improving their understanding of this topic?
 - D. Would the seminars be compatible with the campus's comprehensive professional development plan?(For example : **DOMAIN I—SCHOOL COMMUNITY LEADERSHIP* Competency 006**)

Post to Assignment section. Label each question with its standard.

V. Required Internship Activities: 70 Points (7 @ 10 points each) Individual activity

Each activity must be completed using the Reflection Cycle as indicated in *The Principal Portfolio* – Brown and Irby. (ONE REFLECTION PER ACTIVITY and ONE ARTIFACT – KEEP THIS FOR YOUR PORTFOLIO)

The activities will be included in the internship notebook in ASE 662.

Label the activities by standard and activity. i.e. – Activity #1 - Standard I Act. 1. A

Internship activities are due by 12 midnight as assigned. The activities should be posted to the Assignment section. Activities:

Internship activities	Due Date
1. Interview the principal as to how he/she uses demographic information in personnel decisions for the school community. (Standard I Act. 1. D)	7/08
2. Discuss faculty orientation and induction year procedures for beginning teachers. Describe follow-up or evaluation procedures used in this program. (Standard III Act. 3. F)	7/10
3. Review the campus improvement plan. Describe how this plan was developed, what strategies are planned to implement this plan, how his plan correlates to district goals, and how the plan will be evaluated. (Standard II Act. 2.C)	7/15
4. Attend a district principal's meeting. Describe how the meeting was organized, actions taken and interactions between administrators. (Standard IV Act. 4. A)	7/17
5. Secure and/or develop a comprehensive checklist for the opening and closing of a school year from the principal-teacher point of view. Critique the effectiveness of such documents. (Standard V Act. 5. A)	7/22
6. Discuss the procedures for preparing a master schedule of classes in the elementary and/or secondary schools. (Standard V Act. 5. B)	7/24
7. Describe the role a building principal plays in the budget development process, including how he principal involves grade level chairs, department chairpersons, teachers and site-based committees in the budget development process, and the budget calendar. (Standard V Act. 5. D)	7/29

VI. FINAL EXAM – 25 PTS Individual on line comprehensive exam.

Course Grades/Requirements:

I. Leadership Book Review:	100	DUE JULY 26TH
II. Discussion Board Participation	150	SEE DISCUSSION BOARD & Syllabus
III. Preparing for Administration Using Case Analysis:	30 points (2 @ 15 pts each)	DUE JULY 12TH
IV. TExES Questions	25	Due July 19th
V. Required Internship Activities:	70 (7 @ 10 points each)	See syllabus
VI. FINAL EXAM	25	Aug 2nd

These exams will be based on Readings and TExES type questions.

A = 400-370 Passing grade

B = 369-310 Passing grade

C = < 310 Not passing

F = <309 Not passing

The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.