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Course Time & Location: Online
Office Hours: T-W-Th 10am-1pm

I. Course Description:

This course explores the role of the campus-level administrator in management of the various support programs that operate outside the instructional arena. Students explore the foundations of Texas school finance, then apply those principles to campus-level budget construction and evaluation of the budgetary process. The personnel function is examined through studying recruiting, hiring, and appraising non-certified staff members. The auxiliary programs of food service, transportation, custodial and facilities maintenance are examined through hands-on experiences. A large portion of the course is devoted to the analysis of the communication function through the construction of campus communication resources and the compilation of a Resource Management Portfolio.

II. Intended Learning Outcomes/Goals/Objectives:

Program Learning Outcomes

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.

Student Learning Outcomes

1. Students will be able to understand the basics of financial systems that support public schools and how relationships with various community stakeholders can impact this support. (PLO 1,3,4)
2. Students will be able to understand the symbiosis among various community stakeholder groups and the school as well as strategies to maximize their collaboration, with emphasis on recognition of ethnic and cultural diversity. (PLO 1,3,5)
3. Students will be able to read and navigate a campus budget and administer its execution in a manner that efficiently utilizes available resources and ensures equitable distribution of those resources. (PLO 1,2,4,5)
4. Students will be able to understand the principal's role in personnel system planning, recruiting, hiring, mentoring, retaining, developing, and evaluating. Emphasis will center on best practices for keeping effective and highly qualified and diverse personnel in place while fostering continuous improvement through active development of PLCs. (PLO 1,2,3,5)
5. Students will be able to understand the principal's role in effective management of the buildings and non-instructional systems that comprise the campus. (PLO 1, 2, 3, 5)

Standards Governing Principal Preparation Program

TAC: Title 19, Part 2, Chapter 149 Commissioner's Rules Concerning Educator Standards

Subchapter BB: Administrator Standards

Rule §149.2001 <u>Principal Standards</u>

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

  (1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

   (A) Knowledge and skills.

    (i) Effective instructional leaders:

     (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

     (II) implement a rigorous curriculum aligned with state standards;

     (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

     (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

     (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

    (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

   (B) Indicators.

    (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

    (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

    (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

  (2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

   (A) Knowledge and skills.

    (i) Effective leaders of human capital:

     (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

     (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

     (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

     (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

     (V) facilitate professional learning communities to review data and support development;

     (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

     (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

    (ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

   (B) Indicators.

    (i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

    (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

    (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

    (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

  (A) Knowledge and skills.

   (i) Effective executive leaders:

    (I) are committed to ensuring the success of the school;

    (II) motivate the school community by modeling a relentless pursuit of excellence;

    (III) are reflective in their practice and strive to continually improve, learn, and grow;

    (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

    (V) keep staff inspired and focused on the end goal even as they support effective change management;

    (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

    (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

    (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

   (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

  (B) Indicators.

   (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

   (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

   (iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

   (iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

  (A) Knowledge and skills.

   (i) Effective culture leaders:

    (I) leverage school culture to drive improved outcomes and create high expectations;

    (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

    (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

    (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

    (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

   (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

  (B) Indicators.

   (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

   (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

   (iii) Intentional family and community engagement. The principal engages families and community members in student learning.

   (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

   (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

  (A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Source Note: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245

ELCC Standards

Standard 1 Professional and Ethical Leadership
1.7 Manifest a professional code of ethics and values.

Standard 7 Interpersonal Relationships
7.1 Use appropriate interpersonal skills (e.g. exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness, etc.).
7.2 Use appropriate written, verbal, and nonverbal communication in a variety of situations.
7.4 Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.

Standard 9 Technology and Information Systems
9.1 Use technology, telecommunications and information systems to enrich curriculum and instruction (e.g. CAI systems, CD ROM retrieval systems, on-line networks, distance learning, inter-active video, etc.).

Standard 10 Community and Media Relations
10.1 Analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.

10.2 Articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs (e.g. form collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities, and religious institutions, etc.).
10.3 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community.
10.4 Involve family and community in appropriate policy development, program planning, and assessment processes.
10.5 Develop an effective and interactive staff communications plan and public relations program.
10.6 Utilize and respond effectively to electronic and printed news media.

Standard 11 Educational Law, Public Policy and Political Systems
11.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.

Assignments are embedded into the content of the course within each module. Specific due dates and points for each assignment can be found in this section below. As a principal, you will need to organize your time and plan your activities. In this course you will be expected to organize your work and develop timelines to complete all activities and other requirements by the assigned due dates and prior to the end of the course.

Please refer to dropbox for exact details about the assignments below.

Practicum (15 hours): notify your site administrator of your participation in SFA's program. Select your campus principal to serve as your mentor. Discuss your principal preparation program. Throughout this semester you should work to fulfill the list of prescribed practicum activities. If in consultation with your mentor you identify a prescribed activity that you will not be able to complete due to your practicum setting, correspond with your instructor to request a substitute for that activity. You must make any request for substitute activities by the mid-term point of the semester. The internship log must record your activity and hours for each activity. You must be specific on the description of the activity.

The completed practicum log and approval form must also be uploaded to Livetext. A summary document of practicum activities will be submitted as part of your course work in Module V. See the Practicum Module in D2L for complete information.

If the correct practicum information, as well as other required LiveText activities, are not submitted by the required due date, your grade will be dropped to 'F' for the course.

IV. Evaluation and Assessments (Grading):

Item Name	Point Value	Due Date
Unit 1: Interviews Question Discussion	10	9/1
Unit 1: Sexual Harassment and Federally Protected Groups DB	15	9/8
Unit 1: Case Study: Washington Magnet School Entry Plan **DB**	15	9/15
Unit 1: Personnel Portfolio of Commonly Used Forms **DB**	15	9/22
Unit 1: Documentation: At-will employee termination **DB**	15	9/29
Unit 1: Auxiliary Services Text Questions **DB**	15	10/6
Unit 1: Auxiliary Services Interviews & Tours **DB**	25	10/6
Unit 2: Finance & Budget Text and Reading Question **DB**	15	10/13
Unit 2: Group Presentation for Attendance/Truancy **DB**	20	10/13
Unit 2: Budget Interview **DB**	15	10/20
Unit 2: Case Study: Fundraising Gone Awry? **DB**	15	10/20
Unit 3: Run, Hide, Fight Video and Quiz	5	10/27
Unit 3: Sexual Predator **Discussion**	10	10/27
Unit 3: Communication Readings & Critique **DB**	15	10/27
Unit 4: Hello! My Name Is… Reflection **DB**	20	11/3
Unit 4: Readings & Reflection **DB**	20	11/10
Unit 4: Hampton Communication Plan **DB**	15	11/17
Unit 5: Communication Resources **DB**	20	11/24
Unit 5: Resource Management Portfolio **DB + Livetext *Required***	20	12/8
Unit 5: Summary of Practicum Activities	30	12/8
Unit 5: Practicum Log and Approval Form **Livetext Required**		12/11
Course Evaluation		
Total	**330**	

A = 330-296   B = 295-263   C=262-230   F=<230

It is expected that you will complete all assignments. Please note that failure to complete any major assignment will result in a reduction of the earned credit by one letter. In addition, failure to submit any LiveText assignments will likewise result in failing the course.

The course outline is found in the D2L material.

> **A.** Each student in this course is expected to take an active part in the discussion pieces as well as complete all assignments in a timely manner.

> **B.   Departmental policy on late work – impact on grade.**

>> 1. All major assignments must be completed in order to receive an A in the course.
>> 2. Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 72.
>> 3. Failure to complete and/or submit the Practicum Log/Reflection and/or other required assignments to LiveText by the due date listed on the course timeline will result in the loss of a letter grade.

Should a medical emergency or death in the family occur, it is the responsibility of the student to immediately notify the professor.

AED 552 "School Resource Management" (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information if presented in a face-to-face lecture course, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read at two short texts during the semester, complete quizzes/discussions over the course content, and complete multiple writing assignments that evaluate their ability to think critically, interpret scenarios, and respond to a variety of situations. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

VI. Reading:
Required Texts:
Schilling, C.A., & Tomal, D.R. (2013). *Resource management for school administrators.* Lanham, Maryland: Rowman & Littlefield Education.

Milder, L. & Braddock, J. (2012). *Hello! My name is public school and I have an image problem.* Bloomington, IN: iUniverse.

Frels, K. & Horton, J. (2014). *A documentation system for teacher improvement or termination (7th edition).* Cleveland, OH: Education Law Association.

LiveText/FEM Statement:
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText/FEM data management system. Students who do not have an existing LiveText/FEM account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/FEM registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText/FEM, call ext. 7050 or e-mail SFALiveText@sfasu.edu.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
> 1. Course and program improvement, planning, and accreditation;
> 2. Instruction evaluation purposes; and
> 3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabiltiyservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and   students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service

(6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1)**.** Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin 936-468-1740 or snyderke1@sfasu