AED 516: The Principalship

Course Syllabus
FALL 2019

Instructor: Dr. Maria Betancourt-Smith
Office: Human Services Building, Room 310

Course Time & Location: Online
Office Hours: by phone or online
M & W 3:30 PM – 5:00 PM
T & R   8:00 AM – 9:30 AM
Other times, including in office, by appointment

Office Phone: 936-468-2908
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Credits: 3
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Outside of office hours, please text rather than call to see If I am available.
Email in online courses should be conducted through the Desire2Learn (D2L) email.   Use the D2L email system on your course page. You will typically receive a response within 8 hours or less. Please use the other email address above only in emergencies.

Prerequisites: Admission into the Principal Preparation Program

I. Course Description:

This course will cover knowledge and skills required to pass the TExES Principal Examination. The course will also cover a common core of knowledge, dispositions, and performances that will help link leadership more forcefully to productive schools and enhanced student outcomes. Practicum experiences will also be a component of this course. School leaders need a basic foundation in the roles, duties, and responsibilities of the principal in the areas of vision and mission development, culture and climate, and professional ethics. Other functions of the principalship including, but not limited to, scheduling, discipline, and communication with stakeholders will be addressed.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Educational leaders must have a basic understanding of organization and administrative theory. They must be able to synthesize this knowledge within the context of leadership, ethics, and change. This framework of theoretical knowledge when integrated with real world experiences and practices will inform their actions in a positive manner. Course goals are drawn from the Educational Leadership Constituent Consortium (ELCC) standards adopted by the Council for Accreditation of Educator Preparation (CAEP) and the Texas State Board for Educator Certification standards for the principalship.

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 identify and influence the factors and practices that contribute to positive school culture.
2. Students will be able to describe the duties of a principal, including budgeting, scheduling, and instructional leadership.
3. Students will be able to effect change in schools by understanding the stakeholders in the schools and the outside forces that influence schools.
4. Students will be able to articulate their own positions and priorities, including an analysis of strengths and areas of improvement, as future leaders.

ELCC Standards that guide this course and all courses taught include:

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school

capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

Texas Principal Standards: *Texas Education Code, §21.3541*

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

(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.

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

(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.

(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.

III. Evaluation and Assessments (Grading):

A = 90+% of available points

B = 80+% of available points

C = 70+% of available points

D = 60+% of available points

F = less than 60% of available points

Important notes about grades:

- **All major assignments (worth 20 points or more) must be completed in order to receive an A in the course.**
- **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.**
- **Unless prior arrangements are made, late work will be accepted only within 7 days of the due date.**
- **Failure to complete, document, and obtain site supervisor approval of the required 15 Practicum hours, including uploading the required forms to LiveText, will result in a final grade of "F."**
- **You will not receive a passing grade if Pillar assignments are not completed.**

IV. Required Readings

Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough principals: A step-by-step guide to building stronger schools*. Jossey-Bass. ISBN# 978-1118801178

Whitaker, T. (2012). *What great principals do differently: 18 things that matter most*. Larchmont, NY: Eye on Education. ISBN# 978-1-59667-200-0

V. LiveText Account

This course uses the LiveText/Watermark data management system to collect critical 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. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VI. Tentative Course Outline/Calendar and Time Requirements:

Assignments are due at 11:59 PM.

Week	Due Date	Assignment/Task	Where is it?	Point Value
1	9/1	Complete "Who's There?" posting	Discussions	5
1	9/1	Preliminary Platform Paper	Dropbox	10
2	9/8	Complete "Duties of the Principal" posting	Discussions	10
2	9/8	Principal Story – 21 Responsibilities Table	Dropbox	25
3	9/15	Scheduling Quiz	Quizzes	10
3	9/15	Scheduling Interviews	Dropbox	20
4	9/22	Discipline Assignments, Parts 1 & 2	Dropbox	10/20
5	9/29	What Great Principals Do Differently - Tweets	Dropbox	20
6	10/6	Breakthrough Principals – School Culture	Dropbox	20
7	10/13	My Core Beliefs	Dropbox	10
7	10/13	A Visit to Anytown	Dropbox	15
8	10/20	Climate Survey	Dropbox	20
9	10/27	Pillar #1 Communication with Stakeholders	Dropbox/LiveText	40
10	11/3	Vision and Mission Statement Comparison	Dropbox	10
11	11/10	Pillar #8 Table 1: School Focus Areas	Dropbox/LiveText	20
11	11/10	Pillar #8 Vision and Mission Statement Discussion	Discussions	20
12	11/17	Pillar #8 Vision and Mission Statements	Dropbox/LiveText	20
13	11/24	Leading or Managing Schools	Discussions	10
13	11/24	Leading or Following	Discussions	10
14	12/1	Shadowing Reflection: Different Level	Dropbox	5
14	12/1	Discipline Cases Reflection	Dropbox	5
14	12/1	Finalize Practicum Hours/Site Supervisor Approval Form	LiveText	Required
15	12/8	Final Platform Paper	Dropbox	40

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- Failure to complete, document, and obtain site supervisor approval of the required 15 Practicum hours, including uploading the required forms to LiveText, will result in a final grade of "F."

- You will not receive a passing grade if Pillar assignments are not completed.

AED 516 (The Principalship - 3 credits; fully online) spans 15 weeks or the Summer session equivalent. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Readings and videos are woven into the content to support key concepts. In addition, students are required to read assigned chapters in course textbooks, complete quizzes over the course content, and complete multiple assignments that evaluate their growing knowledge of the principalship. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. There are 15 hours of on-site applied practicum activities.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

The course evaluation process is completed electronically through MySFA. Although the professor 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 for viewing until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

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 / 468-1004 (TDD) 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/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 (6.3).

Attendance:

This course requires students' active participation. Class participation is expected to be regular and interactive. Please make sure that you log on at least once every three days. Failure to attend and participate may impact course grades, financial assistance and enrollment status.

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. 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 policy 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 Early Alert Program at SFA.

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at
https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

IX . Certification/Licensing Requirements

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:
   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
   -

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
   Additional information can be found at
   https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.