Texas A&M University, Corpus Christi
EDAD 5304
Introduction to the Principalship
Course Syllabus – Summer I 2014
Class Time: TR 6:00 – 9:45
OCNR 258

Dr. Sal Alvarado
Office Phone: Office Hours:
Home Phone:
Email:

Office Hours: If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office.

I. Course Description

EDAD 5304 3 sem. hrs.
Introduction to the Principalship
This course serves as an orientation to learner-centered leadership and the A&M-Corpus Christi administrator preparation program. Course activities include an assessment of student potential for learner-centered leadership and the development of an initial personal educational platform. Based on active class participation and discussion of simulated and real issues, students will construct an individual growth plan while exploring principles of professional ethics. Doctoral students will complete a research study on the best practices of the principalship. Students who have taken EDAD 5304 may not enroll in EDAD 6304.

II. Rationale

Introduction to the Principalship is a graduate level course that provides the student with an overview of the dimensions and complexities of the principalship. This introductory course also provides the student with a foundational knowledge base in educational administration. The role of the principal as a leader will be the overarching theme of this course.

III. Course Format
This class will meet every week and will also be web-enhanced. Although lecture will be incorporated, this course will be highly interactive with several field-related assignments.

IV. TExES Competencies

Domain I. School Community Leadership
Domain II. Instructional Leadership
Domain III. Administrative Leadership

TExES Competencies covered in this course:

- **Campus Culture** - The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Communication** – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- **Instructional Leadership** – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- **Instructional Program** – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **Staff Development** – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
- **Organization** – The principal knows how to apply organizational, decision-making, and problem solving skills to ensure and effective learning environment.
- **Budgeting** – The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- **Management** – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

V. Course Objectives and Outcomes
This course is designed to enable students to:

1. Understand the position of the building level principal and the demands of the position.
2. Understand the roles and responsibilities of the principal.
3. Understand the importance and responsibility of exercising leadership in positive ways.
4. Identify and understand the characteristics of an effective leader and an effective school.
5. Understand the importance of managing conflict, building consensus, and communicating effectively both orally and in writing.
6. Understand the relationship between theory and research in educational administration.
7. Identify the key elements of organizational structure.
8. Identify the key components of an organizational culture and its impact on all individuals in the school and school district.
9. Understand why some employees are highly motivated while others lack drive and commitment.
10. Identify and understand why decision making is such an important activity for the school activity.
11. Identify and understand the major forces for change that schools face today.
12. Identify, understand and reflect upon self-perceptions and others’ perceptions of you.
13. Identify, understand and reflect upon the impact one has on others in the school and community environment.
14. Identify, understand, and reflect upon one’s personal educational platform.
15. Assess one’s abilities to build and sustain positive and meaningful relationships within the context of your school and community.

VII. Course Topics

The major topics to be considered are:

1. Development of Administrative Theory
2. Organizational Structure
3. Organizational Culture
4. Motivation
5. Leadership
6. Decision Making
7. Communication
8. Organizational Change

VIII. Instructional Methods and Activities

Methods and activities for instruction include:
This course will be delivered face-to-face and on-line and will include the development of a personal educational platform inclusive of a personal growth plan and course activities and reflections. We will have discussion forums supported through an online platform, chapter assignments, case studies and reflections. This course is reading intensive and therefore it is critical that the assigned chapters are read prior to class. Requirements are participation in discussion forums, completion of activities/reflections, and development of a personal educational platform.

IX. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Active Learning Approach</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>20%</td>
</tr>
<tr>
<td>Case Analysis – Group project</td>
<td>30%</td>
</tr>
<tr>
<td>Personal Educational Leadership Platform</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grading Scale
- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 and below = F

Grades (Source: Graduate Catalog)

The letter grades used for graduate work are the same as those used in undergraduate work (A, B, C, D, and F), but graduate credit is allowed only for courses completed with grades of A, B, and C, although grades of D and F are used in computing grade point averages. Limits are placed on the number of C’s that are allowed for graduate credit. Grade points per semester hour are noted below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Points per Semester Hour*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure; work not passed</td>
<td>0</td>
</tr>
</tbody>
</table>

X. Course Requirements

1. Participation/Active learning is based on the assumption that:
   a) Students will read all assigned reading materials.
   b) Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.
   c) Student participation will reflect prior preparation of presentations and completion of reading assignments.
   d) Participation will reflect awareness of appropriate interpersonal communication, i.e., use of “I” statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of amount of class time being used by an individual students; shared ownership of classroom activities; feedback to instructors, guests, and
classmates; and so on.

At the beginning of class, discussion about assignments and class issues are addressed. By entering the class late, it stops the flow of discussion and disrupts other students’ learning. As a common courtesy to all, please be on time and have readings completed.

When students are talking or presenting in class, students should be engaged, listen and respond in a positive manner. Treating each other with respect contributes to other students’ learning and establishes a positive learning environment.

Issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality and integrity are first and foremost.

2. **Discussion Forums**

Students are expected to participate and share the initiation of intellectual dialogue and to guide themselves, and their classmates, in the dissemination, analysis, and creation of course relevant information. In particular, students must maintain communicative visibility when engaged in an online discussion forum. They must not rely on others to carry online dialogue. Everyone must proactively contribute to these discussions.

3. **Case Analysis – Group project**

Student groups will make a brief presentation to the class based on a selected principal case study activity.

The purpose of the case study assignment is to:
- Analyze situations within the day-to-day experiences of practicing principals,
- Gain insight on how principals deal with problem situations, and
- Gain “experience in thinking (and acting) like a principal in campus-based situation.

To be successful with this assignment, students should:
- Read the case carefully and become very familiar with the details of the case. The case includes a case narrative, some relevant questions to consider and suggestions for examining the case.
- Analyze the case. Students should break the case down to make sure they understand the issues embedded in the case. Identify and elaborate those issues for your presentation.
- Using the TExES Domains and Competencies as a framework, propose a solution (or solutions) to the case.
- Provide a 1-2 page handout for class.
• Each student will write a 1-2 page summary of their work and collaborative efforts.

4. Personal Educational Leadership Platform

Students are required to write a personal educational platform which will include an individual growth plan. Students will write the initial platform during the first class meeting. Throughout the course students will have an opportunity to examine the key components that they will adopt as part of their personal educational platform. Throughout the remainder of the course students will reflect on the answers to the questions from that initial writing.

XI. Textbook

The textbook adopted for this course is:

XII. Bibliography

Suggested Supplemental Reading:


XIII. Course Expectations

At times I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests.

Please use this course as an excuse to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

I have very high expectations from each of you and hope you have high expectations of the course as well. I promise to try my best to make this course as useful and enriching as possible for each of you.

Students are expected to participate and share the initiation of intellectual dialogue and to guide themselves, and their classmates, in the dissemination, analysis, and creation of course relevant information. They must not rely on others to carry classroom dialogue. Everyone must proactively contribute to these discussions. Therefore, in order to perform efficiently and effectively, students must keep up with all the assigned readings. A student must not be a "quick study" reacting to postulates, but rather must respond confidently with acquired and incisive knowledge. A student must posit relevant questions, find useful applications.

These items serve as examples of student intellectual performance, which in-turn affects the instructor’s assessment.

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
4. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.
5. Students are expected to respect the rights and dignity of each member of the campus community.
6. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
XIV. Polices

*Academic Integrity/Plagiarism*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in (blank).

*Dropping a Class***

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June 20, 2014 is the last day to drop a class with an automatic grade of “W” this term.

*Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

*Statement of Civility (can be in place of classroom/professional behavior)**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
## Rubrics

### Participation/Active Learning Approach: 20%

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Quality of Comments</strong></td>
<td>Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, may or may not lead to other questions from students</td>
<td>Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question</td>
<td>Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic</td>
</tr>
<tr>
<td><strong>Resource/Document Reference</strong></td>
<td>Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions</td>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight</td>
<td>Has done the reading; lacks thoroughness of understanding or insight</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion</td>
<td>Unable to refer to text for evidence or support of remarks</td>
</tr>
<tr>
<td><strong>Active Listening</strong></td>
<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time, does not stay focused on other's comments (too busy)</td>
<td>Listens to others some of the time, does not stay focused on other's comments (too busy)</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement</td>
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<tr>
<td></td>
<td>Superior (3)</td>
<td>Average (2)</td>
<td>Poor (1)</td>
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<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Analysis / Interpretation</strong></td>
<td>The message uses historical sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
<td>Some messages do analysis or interpretation well, but a significant number do not. This might either be because the analysis was not done well, or because it was not attempted (that is, was simply opinion or hearsay).</td>
<td>Messages generally show little evidence of historical analysis, consisting instead of opinion and feelings and impressions.</td>
<td></td>
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<tr>
<td><strong>Scholarly Dialogue</strong></td>
<td>All sources are cited. Argumentation is from the evidence. No <em>ad hominem</em> arguments.</td>
<td>Citations are sometimes missing, are incorrect, or are from a poor source (e.g., a K12 internet site or an encyclopedia).</td>
<td>Messages regularly lack any sort of citation. Arguments are from opinion, not from evidence.</td>
<td></td>
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<tr>
<td><strong>Connections to Professional Practice</strong></td>
<td>Discussion postings provide evidence of strong reflective thought pertaining to personal perspectives and how the module's learning objectives relate to professional development.</td>
<td>Discussion postings provide evidence of some reflective thought pertaining to personal perspectives and professional development.</td>
<td>Discussion postings provide little or no evidence of reflective thought pertaining to personal perspectives and professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation in the Learning Community</strong></td>
<td>Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Messages that originate a thread usually generate responses. Student does not start a topic or pose a question and then abandon it.</td>
<td>Some messages contribute to ongoing conversations, but others are disconnected. If the student starts a new thread, sometimes there is follow-up but sometimes there isn't. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively.</td>
<td>Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses.</td>
<td></td>
<td></td>
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</tbody>
</table>
## Case Analysis – Group Project 30%

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 Meets or Exceeds Expectations</th>
<th>2 Partially Meets Expectations</th>
<th>1 Did Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and demonstrates a clear and deep understanding of all pertinent issues and problems</td>
<td></td>
<td></td>
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<tr>
<td>Presents an insightful and thorough analysis of all issues identified;</td>
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<td>Supports diagnosis and opinions with logical arguments and evidence</td>
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<td>Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the text</td>
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<tr>
<td>Presentation: All members demonstrate a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized</td>
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</tbody>
</table>

### Personal Educational Leadership Platform (30%).

Written as a self-reflection document, a personal educational leadership platform summarizes one’s values, beliefs and philosophies about education. It provides the principal candidate a forward-looking framework for leadership action.

The following criteria will be used to assess the Personal Educational Leadership Platform

**The platform:**
- Contains all the components described in this document
- Reflects clear alignment of ideas across all components
• Includes specific examples of how the candidate will implement the vision
• Exhibits a professional presentation of ideas.

Instructor reserves the right to make changes to the course schedule

### Tentative Class Meeting Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>Introduction to the Course and Course Expectations</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td></td>
<td>Development of Administrative Theory</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Your Initial Personal Educational Platform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELP Part 1 (begin in class, finish at home)</td>
<td></td>
</tr>
<tr>
<td>June 5</td>
<td>Leadership as a Moral Craft</td>
<td>Supplemental</td>
</tr>
<tr>
<td></td>
<td><em>Thomas Sergiovanni</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELP Part 2, Q1 Due</td>
<td></td>
</tr>
<tr>
<td>June 10</td>
<td>Organization Structure</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>ELP Part 2, Q2 Due</td>
<td></td>
</tr>
<tr>
<td>June 12</td>
<td>Organizational Culture</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>ELP Part 2, Q3 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Analysis – Group project Team 1</td>
<td></td>
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<tr>
<td>June 17</td>
<td>Motivation</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>ELP Part 2, Q4 Due</td>
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<tr>
<td></td>
<td>Collaborative Cultures/Communities of Practice</td>
<td>Supplemental</td>
</tr>
<tr>
<td></td>
<td><em>Thomas Sergiovanni</em></td>
<td></td>
</tr>
<tr>
<td>June 19</td>
<td>Leadership</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Contradictions of high stakes accountability</td>
<td>Supplemental</td>
</tr>
<tr>
<td></td>
<td><em>William Black</em></td>
<td></td>
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<tr>
<td></td>
<td>ELP Part 2, Q5 Due</td>
<td></td>
</tr>
<tr>
<td>June 24</td>
<td>Decision Making</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>ELP Part 2, Q6 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Analysis – Group project Team 2</td>
<td></td>
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<tr>
<td>June 26</td>
<td>Communication</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>ELP Part 2, Q7 Due</td>
<td></td>
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<tr>
<td></td>
<td>Case Analysis – Group project Team 3</td>
<td></td>
</tr>
</tbody>
</table>
July 1  Organization Change Chapter 8
ELP Part 2, Q8 Due

July 3 Final  Personal Educational Platform Parts 1, 2, 3 Due

The days we do not have class meetings, the information and assignments will be posted in our Blackboard Course EDAD 5304.