Edad 5378 Application of Administrative Concepts
Fall 2014
Professor: Steve Brown, PhD

On-line & 4 class meetings
August 28; October 16; November 6;
A 4th date in September (to be determined.)
Office:  Office Hours: Arranged
Office Hours: Arranged
Cell & Text: 262-813-0144
steven.brown@tamucc.edu
drstevenmbrown@gmail.com

Class Meeting Dates and Chapter Readings:

Textbook: “School Leadership and Administration,” by Richard Gorton and

August 28
- Chapter 1: Leadership
- Chapter 2: Decision Making
- Chapter 3: Authority, Power, and Influence
- “The Case Study” Approach.

September Date (to be determined)
- Chapter 4: Communication
- Chapter 5: Conflict Management
- Chapter 7: Change
- “In-Basket” Activity

October 16
- Chapter 8: Clinical Materials
- Chapter 10: Student Problems
- Chapter 11: Administrator-Staff Relationships
- “In-Basket” Activity

November 6
- Chapter 12: School-Community Relations
- Chapter 13: Role and Organizational Problems
- Problems of Change
- “In-Basket” Activity
I. Course Description

EDAD 5378 3 sem. hrs.
Application of Administrative Concepts

The use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge in the solution of practical problems; time management techniques for administrators; conflict management strategies. Instructor approval required. Doctoral students will complete a scholarly paper on landmark court cases in Texas.

Grading Scale:

93-100: A
85-92: B
80-84: C
75-79: D
74-Below: F

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.

II. Rationale

This course is designed to assist students in applying theory to practice. Through discussions, case study analyses, and assessments students will demonstrate the educational administration knowledge base acquired in this course and throughout their educational administration course work. This course emphasizes the TExES Competencies and prepares students to take the Texas Examination of Educator Standards (TExES) Principal 068.

III. State Adapted Proficiencies Administrators - TExES Competencies

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

ISLCC Standard 1 – Setting a widely shared vision for learning.
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

SBEC/TExES Framework for Principal Certification

COMPETENCY 001

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.
**Competency 002**
The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources.

**Competency 003**
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

<table>
<thead>
<tr>
<th>Elements of Standards Evident in Course</th>
<th>Knowledge development</th>
<th>Skill Development: Projects, Activities, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a Vision</td>
<td><em>Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</em></td>
<td>Case study and scenario-based learning are used to develop principal candidates reasoning, problem-solving and decision making skills as it relates to developing, articulating, implementing and stewardship of a vision of learning.</td>
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<tr>
<td>Articulate a Vision</td>
<td><em>Candidates explain how data-based research strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</em></td>
<td>Case study and scenario-based learning are used to develop principal candidates reasoning, problem-solving and decision making skills as it relates to developing, articulating, implementing and stewardship of a vision of learning.</td>
</tr>
<tr>
<td>Implement a Vision</td>
<td><em>Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</em></td>
<td>Case study and scenario-based learning are used to develop principal candidates reasoning, problem-solving and decision making skills as it relates to developing, articulating, implementing and stewardship of a vision of learning.</td>
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</table>

**IV. ISLLC Competencies**

**COURSE OUTCOMES- ISLLC**

The student will understand and be able to apply the six ISLLC standards.

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, effective, and efficient learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to *diverse community interests and needs, and mobilizing community resources.*
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, legal, and cultural context.

V. Course Objectives and Outcomes

This course is designed to enable students to:

1. Analyze and discuss the ways in which a principal promotes the success of all students by acting with integrity and fairness and in an ethical manner.
2. Analyze and discuss the ways in which a principal promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
3. Analyze and discuss the ways in which a principal promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selecting and implementing appropriate models for supervision and staff development and applying the legal requirements for personnel management.
4. Analyze and discuss the ways in which a principal promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Analyze and discuss the ways in which a principal promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
6. Analyze and discuss the ways in which a principal promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

VI. Course Topics

The major topics to be considered are:

1. Leadership
2. Decision making
3. Authority, power, and influence
4. Communication
5. Conflict management
6. Organizational culture
7. Change

VII. Instructional Methods and Activities

Methods and activities for instruction include:

This course takes a “problems based approach” of applying administrative concepts and techniques to simulated educational administration issues and concepts. This course will be delivered primarily online and will include PowerPoint presentations, face to face discussions to stimulate critical thinking and share real world experiences, case study analyses, and course assessments. This course is reading intensive and therefore it is critical that the assigned chapters are read prior to answering questions on the quizzes and completing case study analyses. This course is also writing intensive and as such students should devote substantial time to writing drafts, editing, and completing final writing deliverables.

Although this course is delivered primarily online, we will have three face to face meetings throughout the semester in order to:
introduce you to the course,
explain the syllabus,
explain the requirements in detail,
answer any questions you might have,
address any concerns you might have,
check for understanding and mastery of course concepts,
enhance your active participation in the learning process,
discuss TExES competencies,
discuss your real world examples,
discuss my real world examples, and
stimulate your critical thinking about school leadership and its complexities.

These three face to face meetings will be held on August 28, October 16, and November 6. A fourth date will also be scheduled.

VIII. Evaluation and Grade Assignment

- Portfolio: 60%
- Take Home Final: 30%
- Attendance & Participation: 10%

Grading Scale

93 – 100 points = A
85 – 92 points = B
80 – 84 points = C
70 – 79 points = D
69 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>

IX. Course Schedule and Policies

See Course Schedule and Policies
X. Textbook

(The following items may be updated, as University policies are revised.)

XI. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade appeals, 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 Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamus.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XII. 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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

XIII. 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 an “F” in the course.

XIV. Students Needing Veterans Assistance:

Students needing assistance with the transition from military to academic life or with appropriate veteran’s benefits should contact the Veterans Affairs Office in Cubicle 101 of the Student Services Center or call them at 361-825-2331 or email them.
XV. 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. Friday, “April 11, 2014 is the last day to drop a class with an automatic grade of “W” this term.

XVI. Course Expectations

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.
7. Use of cellular phones is limited to emergency purposes only. Students are expected to be respectful of their colleagues and the professor in this regard. Having to call attention to the use of cellular phones in the classroom for purposes other than emergency purposes may cause unnecessary embarrassment and may disrupt the learning process in the classroom.
8. Use of laptop computers or other portable computing devices is limited to classroom activities. Students are expected to be respectful of their colleagues and professor in this regard. Having to call attention to the use of computers in the classroom for purposes other than course related purposes may cause unnecessary embarrassment and may disrupt the learning process in the classroom.

XVII. Course Requirements

1. Students are required to read the chapters delineated on the following pages prior to completing each quiz and completing the case analyses.
2. Students are required to submit the answers to each quiz no later than midnight (12:00 am) on the dates delineated on the following pages.
3. Students are required to submit their case study analyses via email by midnight (12:00 am) on the dates delineated on the following pages. Case study analyses will be evaluated using the Writing Assessment Rubric for Case Study Analysis on the last page of this syllabus. Students are required to submit case study analyses that are a minimum of two pages not including the title page. All analyses must be free of spelling errors, grammar errors, punctuation errors and sentence structure errors. Students are required to
adhere to the following APA writing guidelines. Specifically this requirement must:
- Be typed, using 12 pt. Times New Roman or Arial font
- Be double spaced
- Have uniform margins of one inch at the top, bottom, left, and right of every page
- Have a title page with the following three elements centered on the page
  - Title
  - Byline
  - Institutional Affiliation

**Revisions:** Each of the first two case study analyses may be revised once for a higher grade. To be eligible for revisions, the original case study must be turned in on time. Upon receipt of the student’s initial grade from Dr. Kelly he/she will be given 48 hours to complete the revision. After the 48 hour period the case study analysis will no longer be eligible for revision. It is the student’s responsibility to keep track of his or her particular 48 hour revision time frame.

**Writing Assessment Rubric for Case Study Analysis**

<table>
<thead>
<tr>
<th>Points</th>
<th>CONTENT</th>
<th>MECHANICS AND APA</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong> 10 Points</td>
<td>The issues are clearly stated, all questions are answered in an in-depth manner, and answers to each question consist of supporting details related specifically to the TExES competencies.</td>
<td>The paper is mechanically correct. There are no errors of punctuation, spelling, grammar or sentence structure. All APA guidelines outlined in the syllabus have been followed.</td>
<td>The student uses theory related vocabulary and language.</td>
</tr>
<tr>
<td><strong>Proficient</strong> 7-9 Points</td>
<td>The issues are generally stated. Some questions are answered in an in-depth manner, and some answers to each question consist of supporting details related specifically to the TExES competencies.</td>
<td>There are no more than 3 errors of mechanics in the paper. Some of the APA guidelines outlined in the syllabus have been followed.</td>
<td>The student’s vocabulary is appropriate and some theory related language is used.</td>
</tr>
<tr>
<td><strong>Developing</strong> 4-6</td>
<td>The issues are somewhat difficult to ascertain. Answers to questions are limited</td>
<td>There are no more than 4 errors of mechanics in the paper. Some of the</td>
<td>The student’s vocabulary is more suited to a “lay” audience</td>
</tr>
</tbody>
</table>
APA guidelines have been followed. and does not reflect educator preparation or experience.

| Unacceptable | The issues are not discoverable, questions are not answered in an in-depth manner, and answers to each question do not consist of supporting details related specifically to the TExES competencies. | There are 5 or more errors of mechanics in the paper. APA guidelines have not been followed. | The language in the analysis is unclear and void of theory. |

Case Portfolio Assignments

(The Portfolio is due at the last face-to-face class meeting. No late portfolios will be accepted.)

The page numbers below are in the Gorton textbook.

I. Case Study Analysis: Chapter 8 (Beginning on page 216) outlines “the nature of case studies” and how they are to be analyzed. For each of the case studies below, students are to respond to the following “Suggested Learning Activities:” 1) Analyze the case; 2) Discuss the Larger Issues; 3) Be a problem solver.

Case study #1 p. 232 Preparing for the Job Search
Case study #2 p. 234 From Teacher to Administrator (Becoming a Principal)
Case study #8 p. 256 Is Being Busy Necessarily Productive (Time Management)
Case study #9 p. 258 Changing Demographics and Teacher Attitudes (Multicultural Issues)
Case study #16 p. 277 "Zero Tolerance" for Weapons in Schools
Case study #19 p. 285 Working with Students with Disabilities and IDEA
Case study #20 p. 287 Student-Formed Gay-Straight Alliance
Case study #28 p. 311 Teacher Reacts Negatively to Personnel Evaluation
Case study #33 p. 328 Communication and Constructed Reality (Leads to Tragedy)
Case study #41 p. 351 Public Relations: What's Really Important?
Case study #44 p. 361 Integration: A New Problem
Case study #56 p. 397 School-Based Management
Case study #57 p. 399 Restructuring Staff Evaluation and Supervision
Case study #58 p. 402 Changing the Role of the Building Principal
Case study #63 p. 414 When NCLB Meets You at Your School Door


“The Principal Story” video will be shown at the second class meeting.

From The Wallace Foundation: School leadership matters. During the past decade, there has been a growing recognition among educators and policymakers that school principals must be instructional leaders who ensure that high-quality teaching occurs in every classroom. This
view is backed up by a solid body of evidence showing that leadership places second only to teaching among school-related influences on learning.

In culling lessons from 13 years of research that describes what effective principals do well, The Wallace Foundation has found they perform five key practices:

1. Shaping a vision of academic success for all students
2. Creating a climate hospitable to education
3. Cultivating leadership in others
4. Improving instruction
5. Managing people, data, and processes to foster school improvement
6. (The Effective Principal.)
7. (The Principal Story Learning Guide.)

A set of four (4) “reaction” questions will be distributed to the students at the second class meeting that will be included in the course portfolio.

3. Creating Strong Principals. Principals matter to the academic success of students. Here’s what districts are doing to attract strong leaders and support their growth and success. This article for Educational Leadership magazine describes how a number of large school districts are seeking to bolster school leadership by building a corps of strong candidates for the principalship and then making sure principals receive the right support throughout their careers. Actions taken range from improving training for would-be principals to mentoring the newly hired.

For your portfolio: Read this article and create a professional development plan for your own school district that implements the key elements outlined in this article. You should be creative, and think "outside of the box."

4. Connecting leadership to learning. Here is the “Executive Summary” of the full report from The Wallace Foundation. Educational leadership can have strong, positive, although indirect, effects on student learning. The full report of the study—Learning from Leadership: Investigating the Links to Improved Student Learning—provides evidence and analyses to substantiate this claim. As well, this study also unpacks how such leadership has these strong positive effects.

For your portfolio: After reading and digesting the findings of this important study, you are asked to do three things: 1) Write your own three paragraph “executive summary” of this study; 2) How does a study like this impact the overall implications of the role of leadership on student learning as well as influencing the quality of classroom teaching; and 3) What type of follow-up research study would you create that would take the findings of this Wallace Foundation study and take it to the next level? (Money and time should not be a barrier to whatever your own study would entail.)

Detailed State of Texas Competencies for the School Principal license

DOMAIN I-SCHOOL COMMUNITY LEADERSHIP

Competency 001: 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.

The principal knows how to:

1.1.1 create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

1.1.2 ensure that parents and other members of the community are an integral part of the
campus culture.

1.1.3 implement strategies to ensure the development of collegial relationships and effective collaboration.

1.1.4 respond appropriately to diverse needs in shaping the campus culture.

1.1.5 use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

1.1.6 use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.

1.1.7 facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.

1.1.8 align financial, human, and material resources to support implementation of a campus vision.

1.1.9 establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

1.1.10 support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.

1.1.11 acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

"School Community" includes students, staff, parents/caregivers, and community members.

Competency 002: 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.

The principal knows how to:

1.2.1 communicate effectively with families and other community members in varied educational contexts.

1.2.2 apply skills for building consensus and managing conflict.

1.2.3 implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.

1.2.4 develop and implement strategies for effective internal and external communications.

1.2.5 develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.

1.2.6 provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.

1.2.7 establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.

1.2.8 communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
1.2.9 respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

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

1.3.2 implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.

1.3.3 apply knowledge of ethical issues affecting education.

1.3.4 apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.

1.3.5 apply laws, policies, and procedures in a fair and reasonable manner.

1.3.6 articulate the importance of education in a free democratic society.

1.3.7 serve as an advocate for all children.

1.3.8 promote the continuous and appropriate development of all students.

1.3.9 promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

**DOMAIN II-INSTRUCTIONAL LEADERSHIP**

Competency 004: 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.

The principal knows how to:

2.4.1 facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).

2.4.2 facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

2.4.3 facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.

2.4.4 facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

2.4.5 facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.

2.4.6 facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005: 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.

The principal knows how to:

2.5.1 facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

2.5.2 facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

2.5.3 create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.

2.5.4 ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

2.5.5 use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.

2.5.6 facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

2.5.7 facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.

2.5.8 facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.

2.5.9 analyze instructional needs and allocate resources effectively and equitably.

2.5.10 analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

2.5.11 ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006: 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.

The principal knows how to:

2.6.1 work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

2.6.2 facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.

2.6.3 allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

2.6.4 implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of
use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

2.6.6 diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

2.6.7 engage in ongoing professional development activities to enhance one’s own knowledge and skills and to model lifelong learning.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

2.7.1 implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

2.7.2 implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.

2.7.3 frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

2.7.4 use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

2.7.5 encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.

2.7.6 apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III-ADMINISTRATIVE LEADERSHIP

Competency 008: 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.

The principal knows how to:

3.8.1 apply procedures for effective budget planning and management.

3.8.2 acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

3.8.3 apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.

3.8.4 use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.

3.8.5 develop and implement plans for using technology and information systems to enhance school management.
Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

3.9.1 implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.

3.9.2 apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

3.9.3 develop and implement procedures for crisis planning and for responding to crises.

3.9.4 apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

COURSE OUTCOMES- ISLLC
The student will understand and be able to apply the six ISLLC standards.

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, effective, and efficient learning environment.

4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and an ethical manner.

6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, legal, and cultural context.