EDAD 5304/6304:   Bernadine Cervantes, Ed.D  
Intro to the Principalship  361-658-3640  
Room: OCNR 258   bernadine.cervantes@tamucc.edu  
Day/Time: T 7:00-9:30   
Term: Fall 2019

COLLEGE OF EDUCATION MISSION STATEMENT
The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

INTRO TO THE PRINCIPALSHIP

Course Description
This course serves as an orientation to learner-centered leadership and the Texas 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 discussion of simulated and real issues, students will reflect and grow professionally and personally while exploring principles of professional ethics. Doctoral students will complete a research study on a given topic relevant to the principalship. Students who have taken EDAD 5304 many not enroll in EDAD 6304.

Rationale
The role and responsibilities of the principal have undertaken dramatic changes to meet the needs and direction of schools. The principal is the driving force of leadership influence that impacts instruction and student learning. This course is designed to examine theories, principles, standards, competencies and practices relating to today’s principal.

Course Objectives/Learning Objectives
The content and practical experiences are designed to prepare scholars and reflective decision makers who
• Have the knowledge and skills needed to be effective educational leaders;
• Research and reflect about vision and change agency, learning and teaching, leadership and management, collaboration and inclusion, ethics and advocacy for
public education;

- Involve and empower others in articulating and accomplishing the shared mission and vision of the educational settings where they work;
- Understand society’s expectations for educational leaders and administrators;
- Articulate and model their professional philosophy about education, school leadership, and the moral imperative that all children learn at their highest potential;
- Understand the relationship between theory and research in educational administration; and
- Demonstrate understanding of the Texas Principal Standards and the TExES Domains and Competencies, which are the framework used in preparation, practice and evaluation of educational leaders.

**TExES Framework for Principal Certification (268)**

**Domain I- SCHOOL COMMUNITY LEADERSHIP**

**Competency 001**
The principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)

**Competency 002**
The principal knows how to work with stakeholders as key partners to support learning.

**Domain II- LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

**Competency 003:**
The principal knows how to collaboratively develop and implement high-quality instruction.

**Competency 004:**
The principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

**Domain III- HUMAN CAPITAL (Human Resource Management)**

**Competency 005:**
The principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice and strive to grow professionally.

**Competency 006:**
The principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

**Domain IV- EXECUTIVE LEADERSHIP (Communication and Organizational Leadership)**

**Competency 007:**
The principal knows how to develop relationships with internal and external stakeholders,
including selecting appropriate communication strategies for particular audiences.

Competency 008:
The principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Domain V- STRATEGIC OPERATIONS (Alignment and Resource Allocation)
Competency 009:
The principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Competency 010:
The principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

Domain VI- ETHICS, EQUITY, AND DIVERSITY
Competency 011:
The principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators programs, and services.

Course Required Textbook


Other Readings


Texas Education Agency. (2016). Texas principal evaluation and support system (T-PESS).


The Wallace Foundation. (2012). the school principal as leader: Guiding schools to better teaching and learning, 1-16.

Course Requirements

**Classroom Discussions: (10 points)**

There are extensive discussions each week. You are expected to participate according to your experience, expertise, background, and readings. Full points for classroom discussion is earned when your input is engaging, topic relevant, refers to readings and professional literature when applicable, and does not dominate the class discussion. Points are deducted for not adhering to the expectations above or for lack of civility and professionalism.

**Classroom Activities: (20 points)**

Each class meeting will use a variety of activities to connect the featured topics and enhance the learning. Your participation and engagement, in groups and individually, will earn full points for all products completed and presented.

**Critical Reflections 1 and 2: (20 points)**

The reflection process is an inward search for meaning. As you read, listen, and participate in class, take time to write your impressions, ideas, applications, and emotional reactions. The
context of your reflections should be developing self-awareness of values, beliefs, and attitudes related to yourself, your life and school leadership. The reflection is about your thoughts, your core beliefs and your leadership compass. The reflection process will help you construct your ideas and progress towards completion of the final reflection and educational platform.

Format:

- Use 1” margins, indent for new paragraphs (items), double-space, Times New Roman 12 font.
- 2-3 pages (papers beyond the page requirement will not receive credit)
- Use first person.
- Bring one copy to class on the day it is due for peer review. The feedback received during the peer review will help to enhance your final reflection that will be submitted electronically the following week.
- Include at least two references to support your discussion.
- Use APA format to cite references.

Case Study Analysis: (10 points)

Students will analyze and solve a given case and then make a brief presentation in class.

A case study is a written description of a problem or situation requiring analysis and decision. Most cases depict real situations. In some instances, the data are disguised. Typically, a case focuses on a single incident or problem. Cases are not comprehensive and are “snap-shots” of a particular situation within a complex environment. Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting and challenging. The purpose of the case method is to develop and enhance skills in: analysis of problems, decision making, and planning. The case method places the participants in the role of decision makers, asking them to distinguish pertinent from peripheral facts, to identify central problems among several issues competing for attention, and to formulate policy recommendations.

Part 1:

Analyzing and proposing a solution to a case varies with the background, concerns, and natural interests of participants. Use the following steps to meet the requirements:

- Read the case carefully and become very familiar with the details of the case.
- Analyze the case. Students should break down the case and understand the issues embedded in the case. Determine the decisions that need to be made. Consider the consequences of decisions, and articulate priorities and alternatives.
- Using the TExES Domains and Competencies as a framework, propose a solution (or solutions) by developing recommendations and making decisions to the case.
• Provide a 1-2 page summary that highlights the two previous bullet points.
• If working in a group, each student will write a 1-2 page summary of his or her work and collaborative efforts.

Part 2:
Each group or individual will have no more than 10 minutes to present their case study and solution. An additional 5 minutes will be provided for audience comments or questions. If using a power point presentation, please use an outline or bullet points to highlight key components of your case study.

Final Critical Reflection and Educational Platform: (40 points)

As a capstone for this course, you will complete a final critical reflection paper and educational platform that is a culmination of your experiences during the semester that were influenced by readings, discussions, and activities. The final critical reflection and educational platform requirements are:

• 6 – 8 pages
• 1” margins, double-space, Times New Roman 12 font.
• Limit your education platform to 3 pages within your final reflection.
• Include at least 6 references to support your paper.

Your critical analysis and reflections should capture the following thoughts:

• How they relate to your own values, beliefs, and practices as an educator and future leader.
• How and why the readings have changed, challenged, or aligned with your personal or professional self.
• How did you grow intellectually and provide evidence of the transformative experience as a graduate learner.

Along with your final reflection, you will also embed your leadership platform. A leadership platform is a concise philosophical statement of one’s beliefs about education and leadership. The leadership platform should be developed based on the Texas Principal Standards and TExES Domains and Competencies to capture the following thoughts:

• Clearly articulate your position on the nature and purpose of education.
• Reference concepts articulated by educational and philosophical scholars (i.e., professional development, organizational structure, decision making, communication, human relations, conflict management, motivation, instruction, culture, organizational theory)

• Make clear connections between the ideas of others and your own beliefs.
  Describe yourself in terms of your background, interest in leadership and any past leadership roles you have had.
  What is your “vision for learning”?
  What is your current definition of leadership?

• Describe your understanding of the most important things principals do.
  How will you? (Idea starters)
  ▪ Impact instruction and student learning
  ▪ Cultivate a learning–focused community in schools
  ▪ Gain trust, respect and support of students, faculty, staff, and parents
  ▪ Build relationships
  ▪ Communicate with students, faculty, staff, parents and community
  ▪ Lead a culture of high expectations
  ▪ Effectuate meaningful and sustaining change
  ▪ Ensure high quality teachers and staff
  ▪ Align the school vision to resource allocations

**Grading Scale:**

90-100 = A  
80-89 = B  
70-79 = C  
69 and below = F

**Incompletes**

Incompletes will not be given for this course.

**Attendance**

Attendance is expected for all classes. Attend each class session and arrive on time. Each absence, after the ONE allotted, will lower a final grade for each additional absence thereafter. If an illness or emergency arises and you cannot attend class, please email or contact me via call or text to keep me in the loop.
Late/Missed Assignments

No late work is accepted except for extenuating circumstances approved by the instructor. It is the responsibility of the student to contact a colleague to catch up on missed class content and/or obtain class information and/or handouts.

Communication

Email is the best way to reach me. I will return your email within 24 hours. You may also text me but please identify yourself since you are a new contact.

Cell Phone/Electronic Device Usage

Cell phones and other electronic devices are to be turned off during class time. If there is an extenuating circumstance for the need to keep your cell phone out, please inform me before class. Approved electronic devices include the use of a computer for note taking.

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” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.

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, November 15, 2019 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 safe and orderly environment.
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

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 Academic Affairs at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. 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, disability.services@tamucc.edu. 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-
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.

Technology - Blackboard and Email

All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements, resources, and activities, will be emailed to this account. Internet use is for class work only.

Assignment Format

All assignments are to be submitted electronically and hardcopy using APA format (including citations, cover sheet, headers, and page numbers. Special attention will be paid to citations and reference pages. Papers should be double-spaced in Times New Roman 12 pt. font with 1” margins. All sentences should be divided by a double space. Electronic documents/files should be labeled with the student’s name, for example: Cervantes reflection1.doc.

CASA Writing Center

The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online, during regular office hours and by appointment. Take advantage of this great resource. http://casa.tamucc.edu/wc_services.php
# Course Schedule  
(The syllabus/schedule are subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
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| 8/27  | Introductions  
Review Syllabus  
Course Background and Framework  
Outline of text  
The School Principal as Leader |
| 9/3   | TAC  
Texas Principal Standards  
Transition from 068 to 268  
Prep assignment: Ch. 7 & 9 |
| 9/10  | Standard 3- Executive Leadership  
Domain IV- Executive Leadership (Communication and Organizational Leadership  
Change management  
Commitment to learning  
Ethics  
Transformational Theory  
Decision-Making  
Prep assignment: Ch. 2 & Ch. 6 |
| 9/17  | Communication  
Relationships  
Human Relations Theory  
LMX Theory |
| 9/17  | Standard 1 - Instructional Leadership  
Domain II- Leading Learning (Instructional Leadership/Teaching and Learning)  
Curriculum  
Assessment  
Prep Assignment: Ch. 1 |
| 9/24  | Data Driven Instruction  
TAPR  
Campus Score Card |
Multiple Data Sources
Scientific Theory
Prep Assignment: Ch. 11

10/1
High quality instruction
Instructional practices
Learning for all
Cultural Theories
Prep Assignment: Ch. 9
Due: Critical Reflection 1

10/8
Standard 2-Human Capital---Domain III: Human Capital
Principal Coach
Fierce Conversations
Professional Development
Professional Learning Communities
Decision making

10/15
T-TESS
Walkthroughs
Instructional Rounds
Selection, placement and retention
Prep Assignment: Ch. 4

10/22
Standard 4-School Culture ---Domain I School Culture (School Community Leadership)
High expectations
Shared Vision
Cultural Theories
Transformational Theory
Human Relations Theory
Systems Theory

10/29
School environment
Social and emotional support
Safety
Systems Theory
Human Relations Theory

11/5
Family connections
Community Engagement
Social Media
Communications (two-way)
Human Relations Theory
Cultural Theories
Prep Assignment: Ch. 12, 13,&14
Due: Critical Reflection 2

11/12
Domain VI: Ethics, Equity, and Diversity
Current issues in education
LGBTQ
Religion/Spirituality
Social justice
Critical Theory
Institutional Theory
Population Ecology Theory

11/19
Standard 5- Strategic Operations--- Domain V: Strategic Operations (Alignment and Resource Allocation)
Strategic planning
Alignment tied to goals
Creative scheduling for collaboration and learning
Systems for monitoring
Policy implementation targeted to meet needs
Due: Final Reflection DRAFT for Peer Review

11/26
Independent Work

12/3
Case Study Presentations
Due: Case Study Analysis

12/10
Closing comments and reflections
Due: Final Reflection and Educational Platform