ASE 671

Role of the Principal in School Administration

Course Syllabus

COLLEGE: SAM HOUSTON STATE UNIVERSITY
DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

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Course Description
All key topics related to the principalship are covered, including goal-setting, strategic planning, organization design, leadership, decision making, communication, human resources, pupil personnel, services, curriculum development, improving teaching, and business management functions.

Prerequisite: ASE 532

Required Material
Text:

Course Objectives: Domains I, II, III
(http://www.excet.nesinc.com/prepmanuals/PDFs/TExES_fld068_prepmanual.pdf)

EXPECTATIONS:
- Student will arrive on time each session unless professional or personal emergencies arise. Therefore, it is not necessary to call and explain that you will be late.
- Students will participate in online classes.
- Students will assume responsibility for their own success in this class, not only in class discussions and in presentations for each class, but also as they participate in a team arrangement to learn what they missed when late or unavoidably absent.
- No make-up assignments will be given; points will be deducted from participation grade and/or assignments turned in late.
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class.
• Late assignments will result in a lower participation grade for that assignment since the course syllabus is designed to provide time to share and analyze research assignments.
• This class will require students to meet outside class, develop mini-presentations over assigned topics, to engage in lessons on-line, to conduct field research on topics and to read outside the textbooks and educational field in leadership development.
• Students will develop a course portfolio.

COURSE REQUIREMENTS:

PARTICIPATION:  Attendance is required in all class sessions. Participation in all discussions, activities, and assignments is expected. Also, students will be expected to demonstrate the ability to work in collaborative groups. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

WRITTEN WORK: Written assignments will be based on the readings and the student’s own experiences. All written assignments must be written at the graduate level and follow APA format as indicated in the SHSU Education Leadership and Counseling Department Writing Standards. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

Criteria for Evaluation and Determination of Grade

1. Attendance will be taken during each session. Absences not only affect large and small group participation, but essential material, daily presentations, and learning experiences are missed which cannot be duplicated. Because of the participatory nature of the class, even excused absences will result in point deductions in participation. In this case, an online class, attendance is measured by responding appropriately and in the prescribed time frame to work.

2. Participation in class activities will be observed. Attendance affects participation. Because this is a graduate course, part of high quality participation is volunteering and leadership that is insightful and well thought out. (This includes large and small CLG discussions, written reflections on topics, and other research/field components.)

The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

Disability Statement

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Reading Assignments</th>
<th>ELCC - Ed. Leadership Constituent Council Standards</th>
<th>Knowledge &amp; Skills/ Standards</th>
<th>Measurement (Including performance based)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8</td>
<td>Become familiar with syllabus, assign chapters,</td>
<td></td>
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<tr>
<td>7/8</td>
<td>Prepare chapter powerpoints, field work, etc</td>
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<td></td>
</tr>
</tbody>
</table>
| 7/10  | • Chapter 1 Introduction  
• Chapter 2 Creating a Vision for Learning | All Standards  
Standard 1  
Standard 2  
Standard 3  
NCATE 1.1, 1.2, 1.4, 1.6, 3.1-3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 5.4, 5.5, 6.1, 9.1-9.3, 10.2, 10.3, 10.4, 10.5  
TExES I.1a, I.1.d, I.1.e, I.1.f, I.1.g, I.2.c, II.4.a, II.4.b, II.4.c, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c, II.5.e, II.5.h II.6a, II.6b, II.6e, II.6.g, III.8.f  
CS, ESQ, IP, CLT, PL | | |
| 7/15  | • Chapter 3 Curriculum Development and Implementation  
• Chapter 4 Teaching and Learning | All Standards  
Standard 1  
Standard 2  
Standard 3  
NCATE 1.1, 1.2, 1.4, 1.6, 3.1-3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 5.4, 5.5, 6.1, 9.1-9.3, 10.2, 10.3, 10.4, 10.5  
TExES I.1a, I.1.d, I.1.e, I.1.f, I.1.g, I.2.c, II.4.a, II.4.b, II.4.c, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c, II.5.e, II.5.h II.6a, II.6b, II.6e, II.6.g, III.8.f  
CS, ESQ, IP, CLT, PL | | |
| 7/17  | • Chapter 5 Professional Development  
• Chapter 6 Student Personnel Services | Standard 2  
Standard 3  
NCATE 1.1, 1.2, 3.3, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 6.1, 9.1-9.3, 10.2  
TExES I.1.f, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c, II.5.f, II.6a, II.6b, II.6e, II.6.g, III.8.f  
CS, ESQ, IP, CLT, PL | | |
| 7/22  | • Chapter 7 Organizational Structures  
• Chapter 8 The Principal as Decision Maker | Standard 3  
NCATE 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.2, 3.6, 5.5, 6.3, 7.1, 7.2, 7.3, 7.5, 10.2, 10.5  
TExES I.1.c, I.1.i, I.2.a, I.2.b, I.2.d, II.4.f, II.4.g II.7.b, II.7.c, II.7.d, III.8.e  
CS, ESQ, IP, CLT, PL | | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 7/24 | • Chapter 9 Developing Effective Communications  
• Chapter 10 The Principal and Change  
• Presentations of TExES and Case Study  
Any 4 reflections due |
| 7/29 | • Chapter 11 Budgeting and School Facilities  
• Chapter 12 Creating Safe Schools |
| 7/31 | • Chapter 13 Human Resource Management  
• Chapter 14 Community Relations  
• Chapter 15 Ethics |
| 8/5 | • Chapter 16 Political and Policy Contexts  
• Chapter 17 Legal Issues |
| 8/7 | • Field based assignments  
• Work in group |
| 8/7 | • Book report powerpoint due  
• All other reflections due  
• Work on group projects |
| 8/7 | • Group projects posted |
| 8/7 | • Finish up class |

**COURSE PERFORMANCE STANDARDS, KNOWLEDGE, AND SKILLS:**

*Measurement code:*

- **IP-** individual presentations
- **CLT-** cooperative learning team  
  (discussion, participation, presentations)
- **CS-** case studies
- **EQ-** ExCET question development
- **PL-** professor lecture
- **GS-** guest lecture

**DISABILITY STATEMENT:**

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opportunities are not impaired. Students are advised of the existence of the Committee for Continuing Assistance for Disabled Students and may request this organization’s services by calling (936) 294-1720.

**RELIGIOUS HOLIDAYS:**
An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.

**ASE 671 Role of the Principal**  
**Course Activities**

**Student’s Name**________________________________________

**Book Review: 50 Points**
Your presentation packet should include the following:
1. A PowerPoint to accompany the presentation (5-8 slides).
2. The presentation should include full biographical details, brief summary, what skill or area of leadership the book address, what you liked about the book and how you will apply that knowledge.

(TX. Principal Standards: 6.1-6.5, 7.1, 7.4, 7.7, 7.8)

Comments: ______________________________________________________________
_______________________________________________________________________

**Chapter Presentation: 50 Points**

Each chapter presentation is due on the assigned date.

The limit for each presentation is a powerpoint that would take an hour to an hour and a half. This essentially should work into approximately 30-50 slides. The time limit includes presentation, discussion/question and answer session, TExES questions imbedded in the presentation.

The presentation must be on PowerPoint.

Comments: ______________________________________________________________
_______________________________________________________________________

(TX. Principal Standards: 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8; NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4)
Preparing for Administration Using Case Analysis: 30 points (2 @ 15 points each)
You will find 2 different cases of real life administration by talking to an administrator. The case should include all details from real situations that administrators have faced from an area of their job. The case study should include background information of the story and what the final resolution. Should be no more than 1 double spaced typed page.
Comments: ______________________________________________________________
_______________________________________________________________________

Student Created TExES Review Questions: 40 Points (2 @ 20 points each)
Students will create 2 TExES questions that relate to the role of the principal.
The questions will follow the format of the practice TExES questions which are provided.
The questions should be incorporated into the PowerPoint presentation.
Comments: ______________________________________________________________
_______________________________________________________________________

Practice TExES Review Questions: 10 Points - Participation
Questions from the other’s powerpoints will be discussed through the discussion boards. Each student is expected to participate in discussion threads based on the chapter presentations. The presenter of the chapter serves as moderator by posing 4 questions for discussion. Students then must respond to two of the questions.
Comments: ______________________________________________________________
_______________________________________________________________________

Required Internship Activities: 70 Points (7 @ 10 points each)
Each activity must be completed using the Reflection Cycle as indicated in The Principal Portfolio – Brown and Irby. (ONE REFLECTION PER ACTIVITY)
The activities will be included in the internship notebook in ASE 662.
Label the activities by standard and activity. i.e. – Standard I Act. 1. A
Internship activities are due by 12 midnight as assigned. The activities should be posted on blackboard. The class will discuss the reflections of the activities.
Activities:
1. Interview the principal as to how he/she uses demographic information in personnel decisions for the school community. (Standard I Act. 1. D)
2. Discuss faculty orientation and induction year procedures for beginning teachers. Describe follow-up or evaluation procedures used in this program. (Standard III Act. 3. F)

Comments: ______________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

3. Review the campus improvement plan. Describe how this plan was developed, what strategies are planned to implement this plan, how his plan correlates to district goals, and how the plan will be evaluated. (Standard II Act. 2.C)

Comments: ______________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

4. Attend a district principal’s meeting. Describe how the meeting was organized, actions taken and interactions between administrators. (Standard IV Act. 4. A)

Comments: ______________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

5. Secure and/or develop a comprehensive checklist for the opening and closing of a school year from the principal-teacher point of view. Critique the effectiveness of such documents. (Standard V Act. 5. A)

Comments: ______________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

6. Discuss the procedures for preparing a master schedule of classes in the elementary and/or secondary schools. (Standard V Act. 5. B)

Comments: ______________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

7. Describe the role a building principal plays in the budget development process, including how he principal involves grade level personas, department chairpersons, teachers and site-based committees in the budget development process, and the budget calendar. (Standard V Act. 5. I)

Comments: ______________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Final Performance Event: 50 Points
You are the newly appointed administrative team. As a cooperative group, develop an educational platform for operating a school. What will your school look like with respect to: organizational design, goal setting and planning, organizational culture, staff motivation, leadership, decision making patterns, communication, organizational change, pupil personnel issues, curriculum and instruction, human resources administration, and business management functions? The cooperative learning will present their educational platforms to the class via discussion board and powerpoints. There is no restriction on the presentation style. All members of the cooperative learning group are expected to work equally.

CLG 1:

Comments: _________________________________________________________________________
________________________________________________________________________________

CLG 2:

Comments: _________________________________________________________________________
________________________________________________________________________________

CLG 3:

Comments: _________________________________________________________________________
________________________________________________________________________________

CLG 4:

Comments: _________________________________________________________________________
________________________________________________________________________________

CLG 5:

Comments: _________________________________________________________________________
________________________________________________________________________________

Grade Scale:

300 – 280 Points    A
279 – 259 Points    B
258 – 238 Points    C
237 – Below    F

Total Points: _________________
Selected Bibliography


