

**EDLD 6367.794 Theories of  
Educational Leadership  
Spring B 2020**



## **Syllabus**

**University of Texas of the Permian Basin**  
*College of Education*  
4901 E. University  
Odessa, TX 79762

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This course is a Web-based Course and is conducted within Canvas at  
<http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

### Course Objectives

This course consists of an analysis of school leadership theories, standards, and applications for practice in campus or district improvement processes. Candidates will understand and be able to discuss how theories function in educational administration, be able to identify the most effective motivational approaches to use in their current school and/or district, be able to identify traits or skills that differentiate leaders from non-leaders or effective leaders from ineffective ones, and be able to identify methods organizations can use to overcome resistance to change.

Upon successful completion of the course, the student will:

1. Know 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. (TEXES Competency 1, ELCC 1.1, 1.5, 1.3, 1.2, 1.4)
2. Know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student learning. (TEXES Competency 2, ELCC 4.1, 4.2, 4.3, 6.3)
3. Know how to act with integrity, fairness, and in an ethical and legal manner. (TEXES Competency 3, ELCC 5.2, 5.3)
4. Know 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. (TEXES Competency 4, ELCC 2.1, 2.2, 2.3, 2.4)

5. Know how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. (TExES Competency 5, ELCC 2.3, 2.4)
6. Know 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. (TExES Competency 6, ELCC 2.4, 3.1,)
7. Know how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment. (TExES Competency 7, ELCC 3.1, 3.2)
8. 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. (TExES Competency 8, ELCC 3.3)
9. 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. (TExES Competency 9, ELCC 3.1, 3.2, 3.3.)

**Required Textbook:**

Lunenburg, F.C. & Ornstein, A.C. (2012). *Educational administration: Concepts and practices* (6th ed.). Wadsworth, Cengage Learning, Belmont, CA.  
 ISBN - 13:9781111301248  
 ISBN - 10:1111301247

**Supplemental Textbook:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Conceptual Framework**  
**University of Texas of the Permian Basin**  
**School of Education**

**Vision**

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

**Mission**

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

## **Learning Outcomes for Teacher Candidates and Other School-Based Professionals:**

*The faculty expects that candidates will:*

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

### **Candidate Proficiencies:**

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)

10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
  - a) to strive for social justice, equality, and equity for all learners
  - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
  - c) to empower all learners as citizens in a global society

### **Important Academic Dates**

UTPB [Academic Calendar](#)

# EDLD 6367 Theories of Educational Leadership Spring B 2020

## Course Overview

MODULE	TEXTBOOK READINGS	ASSIGNMENTS
Module 1	Chapters 1–3	Student Information Sheet Discussion Board Theories Literature Review and Position Paper
Module 2	Chapters 4–5	Discussion Board Motivation Theories Paper
Module 3	Chapters 6–8	Discussion Board Ethics and Decision Making Assessment and Reflection
Module 4	Chapter 9–12	Discussion Board Legal Brief Case Study Assignment
Module 5	No Readings	15-Hour Mini-Internship/Reflection

*(Description of each of the following activities and expectations; how many activities TX Admin Code Section 4.227)*

**Student Information Sheet (10 points):** Students will complete and submit the Student Information Sheet.

**Discussion Board (4 at 20 points each for a total of 80 points):** Candidates will demonstrate an understanding of the discussion prompts/questions, by making connections to professional practice and making connections to material learned from the textbook or the lecture. The candidate will demonstrate a professional quality of writing, in addition to responding to at least two classmates in their group.

**Module 1: Theories of Leadership—Theories Literature Review and Position Paper (30 points):** Candidates will develop an Educational Leadership Philosophy. This paper will include: leadership theory/style that you feel best identifies you, and your vision of the role of the campus principal. Justify your personal philosophy using a literature review consisting of at least 3 references other than the textbook to review the leadership style/theory you believe most represents your personal style and beliefs (APA-6th ed. format required). All research journals must be peer-reviewed. Your paper should be 3–5 pages in length and include a title page, introduction, literature review, and conclusion.

**Module 2: Motivation & Leadership—Motivation Theories Application Paper (30 points):** Candidates will author a paper in response to the following prompt: How can various approaches to motivation be most effectively used in your school and/or district? This paper will include motivation theories that you feel best meet the needs in your school or district, using a literature review consisting of at least 3 references other than the textbook. All research journals must be peer-reviewed. Your paper should be 3–5 pages in length and include a title page, introduction, literature review, and conclusion (APA-6th ed. format required).

**Module 3: Decision-Making, Communication, & Organizational Change—Ethics Assessment and Reflection (20 points):** Candidates will complete a scenario-based assessment regarding decision-making and ethics. Students will self-check the assessment with the answer key. Please be sure to save your survey questions and answers to assist you in writing your reflection paper. Students will then write a 2–4 page reflection piece analyzing the results, identifying their decision-making frameworks and constructs using material from the textbook, reflecting on how their decision-making will affect their future as a principal.

**Module 4: The Role of Government in Schools—Legal Case Brief:** Candidates will complete a legal case brief that require analysis and synthesis of an important legal issue. Court cases reviewed, for this assignment, must be relevant to current education law, practices, rules, and procedures. A case brief is an overview of a judicial case that is applicable to the content covered in this course. Each brief will be 1–2 pages in length, and the format for the case study will be provided in the Resources section. Court cases should not be older than five years unless approved by the professor. In the Resources section, you will find a Case Brief File that contains the format, sample case briefs, and websites that can assist in finding cases. A general Google search also works as a starting point.

**Module 5: 10 (or 15\*) -Hour Mini-Internship Log and Reflection (100 points)**  
Candidates are to engage in supervised campus leadership activities for 15 hours. This can be before school, after school or during school. The activities may be supervised by your current certified campus administrator or one not on your campus. The supervising school leader should be a principal or an assistant principal with at least 3 years of experience in a campus leadership role. Experiences can include shadowing if the experiences are also accompanied by orientation and/or debriefing experiences that offer the candidate deeper insight into the school leader’s role. Activities should not be only those that are completed in the candidate’s role as a teacher or one that does not add to school leadership development in some clear and compelling way. Finally, experiences should be diverse.

Candidates will complete a log of the various experiences and then write a 2-page reflection on the logged experiences and how those experiences altered or cemented their beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC 268 competencies (or other standards as approved/appropriate). The log document is included in the course syllabus. Activity descriptions should include enough information to illustrate how/why the activity is related to developing their capacity for effective school leadership. Failure to provide such detail may lead to less than full credit. Interns should also avoid using one row on the log form to reflect experiences on multiple days. Such conflation can be confusing on review. Rather, please use distinct rows for distinct dates and activities on your log. Please keep in mind, for many of you, these logs are relevant to our ability to support a recommendation for certification (primarily and almost exclusively for eligible and approved students in Texas). If the logs

you submit are unclear, it could complicate the certification process. Less than full credit may be earned if experiences are not isolated in their presentation on the log.

For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course on the Student Information Sheet.

*\*Students who will be completing the MA in Educational Leadership and/or Principal as Instructional Leaders Certification programs with only one (1) Practicum course must complete 15 hours in their Mini-Internship for state-compliance related reasons.*

## Evaluation Procedures and Class Policies

<b><u>Assignments:</u></b>	<b><u>Points Possible:</u></b>
Discussion Board Topics (4 at 20 points each)	80
Student Information Sheet	10
Literature Review Position Paper	30
Motivational Theories Paper	30
Ethics Survey and Reflection	20
Legal Brief	20
15 Hour Mini-Internship Log & Reflection	100
<b>Total Points</b>	<b>290</b>

*This course is intense during the shortened 7-week term. NO WORK will be accepted more than 5 days late. All late work submitted within the five day window will have a 10% PER DAY deduction for being late.*

### Evaluation Procedures:

The course final grade is determined using a criterion-referenced format. Grades are determined using the following percentages:

<b>Grade Range</b>	<b>Points Range</b>
A = 93%–100%	(269–290 points)
B = 84%–92%	(243–268 points)
C = 75%–83%	(217–242 points)

No grades of “D” are given as per decision of the School of Education Graduate Faculty. A grade of “F” will be given, if necessary. Students in danger of earning less than 292 points (75%) for the course should arrange a conference with the professor prior to the end of the semester.

**Drop Policy:** If a student is unable to complete the course, see the University Calendar for the last day to drop or withdraw. This procedure must be completed by the student through UTPB’s Registrar’s Office. Failure to complete the course or this procedure may result in the student receiving a grade of “F”.

## Communication Plan

The professor will respond to all email inquiries within 48 hours. The professor will check the discussion board at least twice a week. In addition to posting any important information on the announcements page, the professor will also email the information to the students.

In case of emergencies, you may contact the professor or leave a message with the UTPB School of Education at (432) 552-2120. It is best to communicate with the professor via Canvas.

**Discussion Area:** I will check this area at least twice a week and will post feedback or clarification as the discussion warrants. I will also post answers to the commonly asked questions in this area for the benefit of all the students in the class.

**Feedback on Assignments:** Assignments will be graded within two weeks of submission, individual feedback or general feedback will be provided.

## University Policies

### Discussion Board

Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

1. Read all message postings in online discussion
2. Respond to the question directly
3. Reply to minimum of two other student posts
4. Use a person's name in the body of your message when you reply to their message
5. Avoid postings that are limited to "I agree" or "great idea", etc.
6. Ensure responses to questions are meaningful, reflective
7. Support statements with concepts from course readings, refer to personal experience, examples
8. Follow Rules of Behavior (below)

### Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting)
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms
- Use line breaks and paragraphs in long responses



- Write your full name at the end of the posting
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult

### **Make-Up/Late Submission Policy**

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately.

### **Academic Dishonesty/Plagiarism/Cheating**

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

### **Attendance and Class Participation**

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

### **Tracking**

The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

### **Absenteeism**

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

### **Course Incomplete/Withdrawal/Grade Appeal**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

### **Accommodation for Students with Disabilities**

Americans with Disabilities Act: Students with disabilities that are admitted to The University of Texas Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations. The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

Students who have provided all documentation and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. Students needing assistance because of a disability must contact Testing Services & Academic Accommodations Department, (432) 552-2630 or [TSAAD@utpb.edu](mailto:TSAAD@utpb.edu), no later than 30 days prior to the start of the semester.

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

### **Computer Skills, Technical & Software Requirements**

Student will need to create word processing documents, save files, submit files.

See [Technical Requirements](#).

## Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by Field/Clinical experiences using an approved photo ID.

The University has a contract with Respondus Monitor which will provide online UTPB faculty with an electronic test proctoring service that also can serve as a second method of student authentication. Respondus Monitor (which some UTPB faculty already employ) both locks down the student's browser preventing them from accessing the web or their computer files during an exam and video records the student during the exam period. Students present their ID into the camera (which UTPB requires for all online courses) to authenticate themselves, and the camera records the student and their surrounding environment during the test. To learn more about Respondus Monitor and see a 3 minute video about how it works you can visit: [http://secure-web.cisco.com/1x20no9KUNEDmOmN\\_V2uI-vU\\_h37FFHS3NCF17-JiSRc9q8iuoSf6Hjm30XKEo4IBB3ztsbda0rbxhhDQql-QODq8W67VUVbhzbng29AUrUgm3f5UcbujV9p9Ou5r3R28\\_uXFJtIUaHG8q6tN4fbZ3pNqU4mup2nnR5M1QSIQXdddE\\_paCM\\_1\\_usUBPznMSVbxc9ynrcXuHyAJ4U34ufbueKF4Jnh5cAgYrD73kCDkgEMcNep98PIM9-2tkGDeyB\\_Qsem65tQAnFY1L4mpPryQ/http%3A%2F%2Fwww.respondus.com%2Fproducts%2Fmonitor](http://secure-web.cisco.com/1x20no9KUNEDmOmN_V2uI-vU_h37FFHS3NCF17-JiSRc9q8iuoSf6Hjm30XKEo4IBB3ztsbda0rbxhhDQql-QODq8W67VUVbhzbng29AUrUgm3f5UcbujV9p9Ou5r3R28_uXFJtIUaHG8q6tN4fbZ3pNqU4mup2nnR5M1QSIQXdddE_paCM_1_usUBPznMSVbxc9ynrcXuHyAJ4U34ufbueKF4Jnh5cAgYrD73kCDkgEMcNep98PIM9-2tkGDeyB_Qsem65tQAnFY1L4mpPryQ/http%3A%2F%2Fwww.respondus.com%2Fproducts%2Fmonitor)

## Preparation for Emergencies

**Computer Crash:** Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

**Complete Loss of Contact:** If you lose contact with course connectivity completely (i.e., you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

**Lost/Corrupt/Missing Files:** You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g., virus infection, student's own computer crashes, loss of files in cyberspace) or any contradictions/problems, you may be required to resubmit the files.

## Student Support Services

SERVICE	CONTACT
ADA Accommodation/ Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-2630
Advising	<a href="#">UTPB E-Advisor</a> (432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Outlook 365, my.utpb.edu	<a href="#">Information Resources Division</a> (IRD)
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Dean of Students</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1 (866) 437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

### Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

### Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

## March 9<sup>th</sup> First Day of Class

### Schedule

Dates	Assignments/Activities/Topics	Due Date
<b>Module 1</b> <b>March 9–15</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Student Information Sheet Submission</li> <li>• Student Authentication Submission</li> <li>• Syllabus Review</li> <li>• Students will analyze various theories of leadership and the applicability of those theories.</li> </ul> <p><b>Module 1 Subtopics</b></p> <ul style="list-style-type: none"> <li>• Administrative Theory</li> <li>• Organizational Structure</li> <li>• Organizational Culture</li> </ul> <p><b>Textbook Reading</b>  <span style="padding-left: 150px;">Chapters 1–3</span></p> <ul style="list-style-type: none"> <li>• View Lectures</li> <li>• Discussion Board               <ul style="list-style-type: none"> <li>○ Why is it important to understand the different approaches to administrative theory that have evolved throughout history?</li> </ul> </li> <li>• Theories Literature Review and Position Paper               <ul style="list-style-type: none"> <li>○ Each candidate will develop an Educational Leadership Philosophy. This paper will include: leadership theory/style that you feel best identifies you and your vision of the role of the campus principal. Justify your personal philosophy using a literature review consisting of at least 5 references other than the textbook to review the leadership style/theory you believe most represents your personal style and beliefs. Your paper should be 3–5 pages long.</li> </ul> </li> </ul>	March 15

Dates	Assignments/Activities/Topics	Due Date
<p><b>Module 2</b> <b>March 16–22</b></p>	<ul style="list-style-type: none"> <li>• Candidates will evaluate methods of motivation and how various methods can be used in specific schools and/or districts.</li> <li>• Candidates will debate the applicability of various leadership styles and their effectiveness.</li> </ul> <p><b>Module 2 Subtopics</b></p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Leadership</li> </ul> <p><b>Textbook Reading</b> Chapters 4–5</p> <ul style="list-style-type: none"> <li>• View Lectures</li> <li>• Discussion Board <ul style="list-style-type: none"> <li>○ What trait or skills appear to be associated with effective leaders? Support your position with experiences or literature.</li> </ul> </li> <li>• Motivational Theories Paper <ul style="list-style-type: none"> <li>○ Candidate will author a paper in response to the following prompt: How can various approaches to motivation be most effectively used in your school and/or district? Paper should be 3–5 pages in length and contain a minimum of 5 quality references from peer-reviewed research journals. This paper will include motivation theories that you feel best meet the needs in your school or district, using a literature review consisting of at least 5 references other than the textbook.</li> </ul> </li> </ul>	<p>March 22</p>
<p><b>Module 3</b> <b>March 23–April 5</b></p>	<ul style="list-style-type: none"> <li>• Candidates will discover why decision-making is such an important activity for school administrators.</li> <li>• Candidates will understand what types of decisions school administrators make.</li> <li>• Candidates will discover why communication is important in school organizations.</li> </ul> <p><b>Module 3 Subtopics</b></p> <ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Communication</li> </ul> <p><b>Textbook Reading</b> Chapters 6–8</p> <ul style="list-style-type: none"> <li>• View Lectures</li> </ul>	<p>April 5</p>

Dates	Assignments/Activities/Topics	Due Date
	<ul style="list-style-type: none"> <li>• Discussion Board               <ul style="list-style-type: none"> <li>○ Why is decision making an important activity in school administration? Support your position with personal experiences and/or literature.</li> </ul> </li> <li>• Principal Ethics Survey—take exam—this portion is not graded</li> <li>• Write Reflection Paper               <ul style="list-style-type: none"> <li>○ Reflection and application are two critical components of the experiential learning cycle. The reflection paper is designed to encourage both of these processes while helping you move your understanding of various topics from theory to practice. Complete this assignment after you've finished taking and scoring the decision making survey. There is some freedom to develop your reflection paper in the way that you want; however, there are guidelines and recommendations. The paper should be an original work between 3–5 pages (double-spaced) in which you:                   <ul style="list-style-type: none"> <li>- Demonstrate your understanding of the content</li> <li>- Reflect on its significance</li> <li>- Discuss its application in a specific professional environment</li> </ul> </li> </ul> </li> </ul>	
<p><b>Module 4</b> <b>April 6–19</b></p>	<ul style="list-style-type: none"> <li>• Students will debate what school administrators can hope to gain from a knowledge of the sources of law that affect schools.</li> <li>• Students will brief four legal cases influencing schools.</li> <li>• Discover how government involvement has changed in recent years.</li> <li>• Determine the three major sources of revenue for public schools.</li> <li>• Understand and explore why it is important for school administrators to be knowledgeable about the law.</li> </ul> <p><b>Module 4 Subtopics</b></p> <ul style="list-style-type: none"> <li>• Government and Education</li> <li>• Excellence, Equality, and Education</li> <li>• School Finance and Productivity</li> </ul>	<p>April 19</p>

Dates	Assignments/Activities/Topics	Due Date
	<ul style="list-style-type: none"> <li>• Legal Considerations and Education</li> </ul> <p><b>Textbook Readings</b> Chapters 9–12</p> <ul style="list-style-type: none"> <li>• View Lectures</li> <li>• Discussion Board               <ul style="list-style-type: none"> <li>○ What can school administrators hope to gain from a knowledge of the sources of law that impact schools? Support your position with experiences or literature.</li> </ul> </li> <li>• Legal Case Briefs—TWO—10 points each               <ul style="list-style-type: none"> <li>○ Candidates will complete TWO case briefs that require analysis and synthesis of an important legal issue. Court cases reviewed, for this assignment, must be relevant to current education law, practices, rules, and procedures. A case brief is an overview of a judicial case that is applicable to the content covered in this course. Each brief will be 1–2 pages in length, and the format for the case study will be provided in the Case Brief Information.</li> </ul> </li> </ul>	
<p><b>Module 5</b> <b>April 20–May 3</b></p>	<ul style="list-style-type: none"> <li>• 10-Hour Mini-Internship Log and Reflection (100 points):</li> </ul> <p>Candidates are to engage in supervised campus leadership activities for 15 hours. This can be before school, after school or during school. The activities may be supervised by your current certified campus administrator or one not on your campus. The supervising school leader should be a principal or an assistant principal with at least 3 years of experience in a campus leadership role. Experiences can include shadowing if the experiences are also accompanied by orientation and/or debriefing experiences that offer the candidate deeper insight into the school leader’s role. Activities should not be only those that are completed in the candidate’s role as a teacher or one that does not add to school leadership development in some clear and compelling way. Finally, experiences should be diverse.</p> <p>Candidates will complete a log of the various experiences and then write a 2-page reflection on the</p>	<p>May 3</p>



Dates	Assignments/Activities/Topics	Due Date
	<p>logged experiences and how those experiences altered or cemented their beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC 268 competencies (or other standards as approved/appropriate). The log document is included in the course syllabus. Activity descriptions should include enough information to illustrate how/why the activity is related to developing their capacity for effective school leadership. Failure to provide such detail may lead to less than full credit. Interns should also avoid using one row on the log form to reflect experiences on multiple days. Such conflation can be confusing on review. Rather, please use distinct rows for distinct dates and activities on your log. Please keep in mind, for many of you, these logs are relevant to our ability to support a recommendation for certification (primarily and almost exclusively for eligible and approved students in Texas). If the logs you submit are unclear, it could complicate the certification process. Less than full credit may be earned if experiences are not isolated in their presentation on the log. For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course on the Student Information Sheet.</p>	