

# EDLD 6368

Spring A 2020



## Basic Information

Syllabus is subject to change at the instructor's discretion. Moreover, students must read all posts made to the announcements page of the on-line course shell.

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**Office Hours:** Tues – Thurs 8 to 12 or by appointment

**Course Dates:** January 13<sup>th</sup> through March 6<sup>th</sup>

**Course Credits:** 3 semester hours

**Location:** This course is a full web course and is conducted in Canvas.

Academic assistants may be used within this course. The academic assistant is responsible to the instructor and will be assigned specific tasks.

## Communication Plan

The professor will respond to all email inquiries within 48 hours. Be sure to use the email address provided in the syllabus. 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 at 432.488.7118 or leave a message with the UTPB College of Education at 432-552-2140. Discussion Area: I will check this area multiple times a week and will post the answers for both discussion assignments and commonly asked questions in this area for the benefit of all the students in the class. However, if your question is urgent, you may receive a quicker response if you ask it via email. Feedback on Assignments: Assignments will be graded within one week of submission; individual feedback or general feedback will be provided.

## Course Description

This course is designed to acquaint students to the administrative processes and functions of the elementary and secondary school principal in the context of school district organization and administration. This course is required for graduate students who are working toward a master degree in Educational Leadership.

No course prerequisites exist; however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

This course will examine the exemplary leadership standards for Principals as Instructional Leaders as expressed in the State Board for Educator Certification competencies.

Today's Principal must demonstrate learner-centered leadership as he or she encourages and nurtures maximum student performance and helps improve staff productivity and parent participation in educational success for all. To better acquaint you with the 6 Domains, please visit the following web site:

[http://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX268\\_PrepMaterials.html](http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_PrepMaterials.html)

The Principal as Instructional Leader Test Framework describes the 6 domains and 11 competencies and supporting standards for each competency. The course is designed to help prepare Principal Candidates to successfully pass the TExES Principal Exam and model learner-centered leadership in everyday practice as exemplary educators.

### **Vision**

The vision of the College 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 College 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 Principal 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

**Prerequisites: None**

## **Materials – Required**

Desravines, J, Aquino, J, Fenton, B. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. San Francisco, CA: Jossey-Bass, 2016.

ISBN-13: 978-1118801178

ISBN-10: 1118801172

Wiggins, G. & McTighe, J. *Understanding by Design: Guide to Creating High-quality Units*. Alexandria, VA: ASCD, 2011.

ISBN 10: 0-13-338830-1

ISBN 13: 978-0-13-338830-5

## **Computer Skills and Software Requirements:**

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

Students, Faculty and Staff at UTPB can use cloud versions of MS Office 365 through use of their UTPB email address. For more information refer to: [UTPB Office 365 Page](#).

To obtain software licensing and media for selected Microsoft titles at very low cost through a software agreement: <http://www.utpb.edu/services/ird/information-for-students/software-distribution/microsoft-select>.

## Academic Calendar

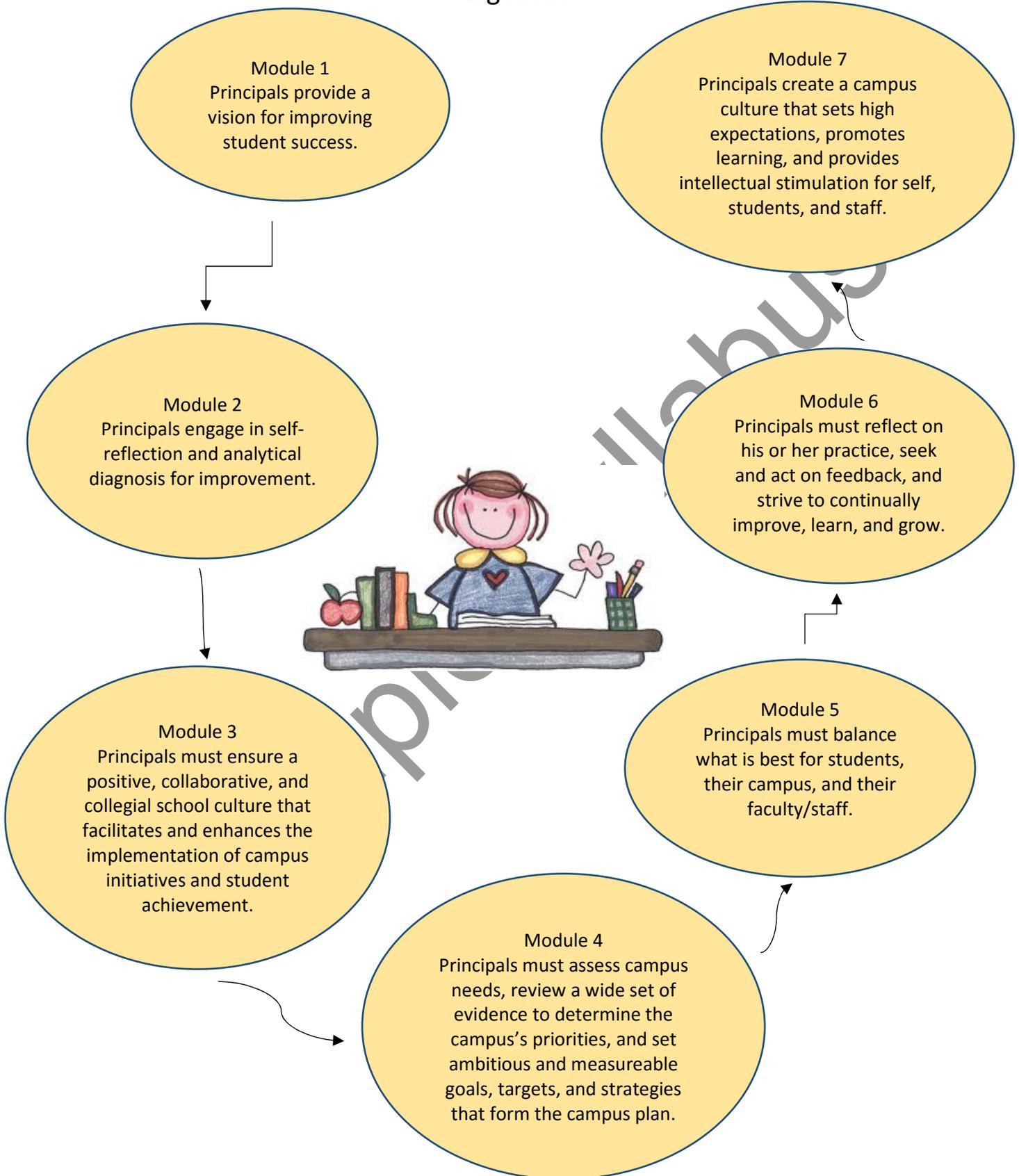
### Spring 2020 – 1<sup>st</sup> 8 Week Session

- Mon, January 13, 2020 Spring 2020 Classes Begin
- Mon, January 13, 2020 Spring 2020 1st 8 weeks session Classes begin
- Wed, January 15, 2020 Spring 2020 1st 8 weeks session Last day to add a course
- Tue, January 21, 2020 Spring 2020 1st 8 weeks session Last day to drop the course without creating a record
- Wed, January 22, 2020 Spring 2020 Last day to add a course
- Wed, January 29, 2020 Spring 2020 Last day to drop a course without creating an academic record
- Thu, February 06, 2020 Transfer Thursday
- Fri, February 14, 2020 Spring 2020 First 8 weeks session Last day to drop or withdraw from this session
- Thu, March 05, 2020 Transfer Thursday
- Fri, March 06, 2020 Spring 2020 First 8 weeks session last day of classes or final exam day
- Mon, March 09, 2020 Spring 2020 Spring Break
- Mon, March 09, 2020 Spring 2020 Second 8 weeks sessions Class begins

[Academic Calendar](#)

# EDLD 6368 PRINCIPALSHIP

## “Big Ideas”



## Course Activities

### Discussions (7) 20 pts apiece – total – 140 pts

A reflective question or questions will be posted by the Professor each week, based on assigned readings. Students should log into “Discussions Tool” to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of at least two other students. Discussion posts must be made by the due date to receive full credit.

### Assignments (7) – 100 pts apiece – total – 700 pts

After completing assigned readings, students will review PowerPoint presentations prepared by an instructor. The PowerPoint lectures will be summaries, elaborations of the textbook material, and/or links to related information on the Web. After you have completed reviewing the lecture, you should then log into “Assignment Tool” and complete the required assignment.

### Student Information Sheet – 10 pts

Students will fill out and submit the Student Information Sheet available in the Modules tab of the on-line course shell.

## Module Discussion and Assignment Schedule

*Assigned Readings, Discussion Topics, and Module Assignments Posted in Module Folders of Online Course Shell.*

Student Information Sheet due by midnight, Wednesday, March 20<sup>th</sup>.

## Module 1 – School Development

Introduction and Chapters 1 and 2 of *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*

**Dates: January 13 - 19**

### **Objectives:**

1. Candidate will critically analyze school improvement issues on their campus, and prioritize change efforts needed to produce results.
2. Candidate will use the Transformational Leadership Framework (TLF) as a tool to identify and capture data, artifacts, and strategies relevant to campus improvement.
3. Candidate will acclimate to the norms and expectations of the course to insure success in their learning of this content.

Video Hook: <https://www.youtube.com/watch?v=yi-GnOtSJ38>

*The Relentless Principal – Module 1 School Development*

**Module 1 Discussion Participation Due January 17<sup>th</sup> by 11:59PM (This deadline is a Friday evening. All other discussion deadlines will be midnight on Wednesday of a given week.)**

Effective educational leaders provide a vision for improving student success.

Diagnose the most pressing school improvement priorities at your campus, and briefly discuss you have identified this as a priority. What promising practices does your school already have in place and which actions would you prioritize to start making changes?

Post your answer to the **Module 1 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

## Module 1 Assignment

### Transformational Leadership Framework (TLF), Action Planning, and Data Identification

Using Table 2.2 on page 35 of *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*, create a TLF Analysis of your campus. Be sure to incorporate possible data sources from the Principal's Tool 2.1 on pages 269-270 of the textbook. If you are so inclined, put together a small team of colleagues and video yourself leading this process.

TLF ACTION	ARTIFACTS	EVIDENCE	TLF STAGE AND LEVER	NEXT STEPS/ STRATEGIES
Operations, master schedule				
Culture, behavioral expectations				
Learning and teaching				
Talent management				

Due January 19<sup>th</sup> by 11:59 pm (midnight)

## Module 2 – Learning and Teaching and Understanding by Design

Chapters 3 of *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*

Entire Book - *Understanding by Design: Guide to Creating High-Quality Units*

Supplemental Material: [www.wiley.com/go/newleaders](http://www.wiley.com/go/newleaders)

**Dates:** January 20 – 26<sup>th</sup>

### Objectives:

1. Candidate will diagnose the level of rigor that exists in their own classroom, grade level, and/or department, and engage in discussion with their peers regarding how to enhance routines, differentiation, and processes to produce greater student results.
2. Candidate will use the Table of Specifications (TOS) instrument to design effective learning objectives for a unit of study.
3. Candidate will create an assessment/evaluation instrument for at least one learning objective and identify the measure that accurately determines learner mastery.

Video Hook:

<https://www.youtube.com/watch?v=Hz1nHkaeSqc&list=PLE4BFCEE3A0A1C985&index=5>

<https://www.youtube.com/watch?v=iQ1YltenxXE>

The Principal's Office – Worst Cheater Ever – Module 2 Learning and Teaching

### **Module 2 Discussion Participation Due January 22<sup>nd</sup> by 11:59 pm (midnight)**

Effective educational leaders engage in self-reflective practices to improve their own effectiveness. Diagnose the level of rigor that exists in your own classroom, grade level, and/or department. Do you have effective classroom routines and what can you do to improve them? Do you and/or the teachers in your grade level and/or department have the means to correct instruction when students do not grasp the content? Is instruction differentiated? How would you suggest the processes of teaching and learning be altered to increase student outcomes?

Post your answer to the **Module 2 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Module 2 Assignment January 26<sup>th</sup> by 11:59 pm (midnight)**

**This assignment has two parts. First, the writer will articulate learning objectives as described below. For part two, the writer will articulate the process by which student learning will be assessed for one of those objectives along with a justification related to why that assessment process is most appropriate. For more, see the assignment descriptions.**

#### **Part 1:**

##### **Purpose**

This project is intended to guide your interaction with the *Table of Specifications*, so that you may practice and improve your skills utilizing the TOS as an instrument for designing unit-specific assessments of learner progress, and for facilitating learning of necessary content and processes. We do this so that you can better evaluate the efficacy of instructional design, and assist those who you will eventually supervise to more effectively and efficiently design learner/material interaction and assessment.

##### **Performance Task Overview**

In this project, you will call into play your knowledge of taxonomies (especially “Bloom’s” cognitive taxonomy and/or Costa’s Levels of Thinking) to create learning objectives which are observable, measurable and developmentally-appropriate, and which meet or exceed the taxonomic level of the standards (i.e., the TEKS) which those objectives address. (This project addresses these levels of “Bloom’s” Taxonomy: Analysis, Synthesis, and Evaluation). Evaluatively, the project will be employed both formatively and summatively. Formatively, it will allow both you and me to know that you understand cognitive taxonomic levels, the process of targeting learning objectives and the process of graphically indicating those objectives and their cognitive taxonomic levels, and that you are able to do so. Summatively, the product of your project – the graphic organizer which you develop (i.e., the matrix) – will indicate your familiarity with, and ability to utilize, the knowledge and processes necessary to perform this foundational step in assessment and facilitative design. This project is coupled with the development of an Alternative Assessment and is one of the six major projects of the Module.

##### **Performance Task**

Develop five observable and measurable learning objectives which will be foundational to a cohesively facilitated and assessed unit of learning. We will determine exactly what we're expecting our learner to know and do, and how that expectation fits within the overarching learning goals of the formal curriculum, especially as our expectations align with minimal performance targets specified by our school, district, and state in the

governing standards. In summary, each learning objective must have the following elements: (1) specifically delineate target learner performances, (2) align those target performances with guiding standards, (3) identify the taxonomic levels of the tasks and the standards which inform those tasks, and (4) graphically represent those learning objectives, the standards, and their cognitive taxonomic levels in a matrix format (i.e., the Table of Specifications).

The following is a brief review of each required element:

1. Delineate Target Learner Performance: This process is comprised of: [A] State what tools and materials the learner will be working with as a basis (including prior instruction, guides, etc.), [B] In terms which are observable and measurable, state the performance that you will be looking to see, [C] State the conditions (i.e., "independently" or "in a cooperative group" or "with instructor guidance" or "with instructor assistance as needed") in which the learner will be demonstrating learning, and [D] state the minimal degree of proficiency required for mastery of the task.
2. Align Target Performance with Guiding Standard(s): Each learning objective we write should advance our learner's mastery of some facet(s) of one or more standards. As we plan our objectives, we work from our scope and sequence document and district curriculum guide to choose applicable standards, so that we can document that those standards have been addressed appropriately.
3. Identify the Taxonomic Levels of the Tasks: To measure student performance accurately, and to facilitate learning diligently, we must identify the taxonomic level of our learning objectives and the standards which they address, and must assure that each objective meets or exceeds the taxonomic level of the standard(s) unless it is a clearly identified prerequisite objective.
4. State the minimal degree of proficiency required for mastery of the task: Refer to the six levels of Bloom's Taxonomy or Costa's Levels of Thinking to classify educational learning objectives into levels of complexity and mastery.

### **Steps for Success**

1. Pull your curriculum document/guide for something you're going to be teaching in this semester. If you're a position other than classroom teacher, work with something that one of your advisees will be teaching this semester.
2. Pull out your standards (*TEKS*). Determine which of the standards match up with the content (*i.e.*, the unit) you'd like to write the objectives for. [Note the number of each applicable standard/sub-standard for easy reference.]
3. Write an observable, measurable learning objective using the format provided. Ensure that your learning objective is tailored to instruction that addresses cultural diversity.
4. In parentheses after the objective, indicate which standard(s)/sub-standard(s) is/are addressed.
5. For yourself, note the taxonomic level at which you have written your objective. (You'll use this when we actually create the *Table of Specifications*.)
6. Note the taxonomic level which the standard(s) require(s).
7. Check to be sure that the objective is written at or beyond the level of the standard. If not, be sure to note *PREREQUISITE OBJECTIVE* after your objective.
8. Repeat steps 3-7 four more times for a set of five well-written objectives. I encourage you to vary the levels of the objectives to avoid learner boredom and frustration, as well as to provide a variety of learner tasks and assessment opportunities. (So the implied task is "one per taxonomic level.")

9. Place your information into a Table of Specifications (*TOS*) following the format shown in the exemplar. (For this I recommend either a table in MSWord, or a spreadsheet in MExcel. Be sure to indicate the unit title, which taxonomy is being used, and all taxonomic levels of that taxonomy. In each row, insert one learning objective with the standard(s) it addresses on the left. Shade the target cell of the taxonomic level of the objective. Put the standard(s) number(s) in the cell representing the taxonomic level of the standard. Your numbered cell should be to the left of, or the same as your shaded cell, since you want your objective to match or exceed the level of the standard(s). If it falls to the right of the shaded cell, be sure to note that this is a prerequisite objective.

10. Assemble your project. Start with a title page (exemplar is available in the Canvas course shell). Copy and paste your completed *Table of Specifications* in the document after the title page.

11. Copy and paste the completed assessment measure (being sure to actually USE it to self-evaluate your work) as the last page.

## **Part 2:**

### **Purpose**

This project is designed to empower you to apply your knowledge of assessment and evaluation to the business of measuring learner progress and accomplishment of the curricular goals/learning objectives established in your *Table of Specifications*. Specifically, its goal is to guide you in the process of creating an effective, efficient, and developmentally-appropriate assessment and evaluation instrument.

### **Performance Task Overview**

The project's evaluative purpose is summative in terms of measuring your grasp of assessment instruments their development and alignment with a learning objective(s) Your project has two distinct but interrelated parts: (1) the planning and justification of an assessment, and (2) the development of an evaluative instrument including its scoring and reporting components.

### **Performance Task**

Create an assessment and evaluation instrument for at least one of the learning objectives you included in your Table of Specifications. You have to think about the learning objective and the possible means/assessment measure that will let you accurately collect relevant data on learner mastery of the goal, and then decide how you will determine the worth/value of the performance data you've gathered. All the while, you have to think in terms of efficiency and efficacy. In other words, as you plan for assessment and evaluation, you will want one that gets the job done without wasting time, energy, and/or resources for the task. Here are some guidelines to help you as you think through the process:

### **Steps for Success**

#### ***Planning and Justification of Assessment:***

1. Start with your Table of Specifications. What is the objective or cluster of objectives that you want to measure student mastery of? (Some objectives are limited, and you may choose to measure mastery of more than one in a single assessment.) For that objective (or cluster), what is/are the appropriate level[s] of which taxonomy/taxonomies? How difficult is the objective's task? How complex is it? Take a moment to jot down your thoughts.
2. Next, consider an appropriate approach to assessment. What assessment approach do you think will be most appropriate – as well as most efficient and effective – to measure the learner's mastery of the objective? Remember to be cognizant of the cultural diversity of your students and identify how you are going to address this in your assessment so that you have transparency. Note the type of assessment you want to use. Be sure to think about your reasoning behind your choice, and to make write down some keywords that will help you later describe it for me.

3. On a separate piece of paper (which is **NOT** a part of the document you would give your learners), identify what objective[s] you are measuring, the levels of taxonomy, difficulty and complexity, what type of assessment you have chosen, and why you believe it is the most efficient and effective for measuring what you want to measure.

### **Instrument Development:**

1. Now, consider how you will structure the assessment instrument. Like this guide, it is the document that will help the learner complete the task successfully. What will you need to include in the instrument? How will you make the instrument reflect the nature and purpose of the assessment? How will you design the instrument so that as the learner follows it the instrument will enhance the learning process, as well as guide the learner carefully to successful completion of the task? How will you make the process both efficient and effective? Make notes of your thoughts as you go. Make changes as you go. Ask yourself, "Does the instrument get the learner to success? Is it a good match to measure the learner's mastery at the objective's levels of taxonomy, difficulty, and complexity?" Most importantly, is the guide appropriate to the learner's level of ability?
2. With the answers to these questions, create the assessment. Remember: for assessment, the *instrument* is the set of guidelines that will direct the learner's work by clearly laying out both the endpoint of the learning journey and the roadmap to get there. (The document you are reading right now is the instrument for the assessment aspect of this project.) Be careful how you lay out the instrument so that you do not confuse the learners. Choose fonts that will not only be easily readable, but will also create a mood of excitement for the process that will be engaged. If you include graphics, be sure that they enhance your guide, and do not distract from it.

Let me come back one more time to the question of appropriateness of the assessment for your learners. Clearly, younger learners need more simplified guides. For non-readers, you might have a series of pictures to prompt, or maybe your instructions will be given orally as they work step by step through the task. If the latter is the case, show me the set of oral instructions that you would give. In any case, keep it developmentally appropriate!

On the sheet of paper that you have used to identify the type of assessment you are going to utilize, using expository style writing, state the reasons for its selection and give your reasons for your choice of components within the instrument *and* for your design choices including format, font, and graphics. Be sure to address these in terms of what you want the instrument to do. Talk about why you have chosen to assess and evaluate the things that you have. (For instance, why is "Correct spelling and grammar" important to the short play that students are writing? Why do you need to see "clearly labeled graphs" in the research project result report? Be sure to provide clear rationale for your decisions.) Address how your format, font, and graphics help your learner to better accomplish the task.

### **Evaluative Material Development:**

1. Now it is time to determine how you will attach worth/value to the learner's process/product (that is, "evaluate"). What will be your criteria for judgment? Against what standard will you hold the learner's output? Will you look for a percentage of accuracy, or will you look for a level of quality expressed other than in numbers of percentages? How will you do this? What type of descriptors or scales will you need for the task? Work through in your mind what you want to measure and how you want to measure it. As always, note your thoughts, and be ready to give a good reason for your choices.
2. After you've taken some time away from your notes, review them, revise them as necessary, and when you're satisfied that you've covered your bases, create your *rubric*. The assessment (rubric) is the scoring guide for your learner's output, and should clearly indicate each category that you'll be measuring, the criteria for measurement, and when feasible, their descriptors of quality along the continuum of responses.

Whatever form you use, this document shows the learner exactly what you are going to be measuring, with what, and how. It eliminates unpleasant surprises, as well as provides a secure way for the learner to think through the quality of his/her own work. Remember that the rubric will be given to the

learner along with the assessment, so you will want it to be visually consistent, and formatted in the same order. (In other words, do not have an assessment measure that has learners do 1-2-3-4 while the rubric measures 3-1-4-2. They need to line up, or your learners will get confused and frustrated!)

Coming back to the issue of appropriateness, consider your learner's ability to decipher the rubric. For young learners, it could be as simple as a word or picture descriptor with 😊 or 😞 alongside it for the child to circle or check off. For older kids, it could be a series of descriptors from low to high in a matrix, or it could be what we use here – a scoresheet that tabulates the grade. It is really about your learner knowing what the expectations are as they tackle the learning/assessment task.

3. Finally, on another sheet of paper that you would not give to your learner, utilizing expository writing style, explain and give your reasons for your choice of criteria within the assessment and why you've assigned them the number of points that you have (their relative weight). Address your design choices including format, font, and graphics and be sure to account for key factors: content, scoring, and layout.

## **Module 3 – School Culture**

Chapter 4 of *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*

Supplemental Material: [www.wiley.com/go/newleaders](http://www.wiley.com/go/newleaders)

**Dates: January 27 – February 2**

### **Objectives:**

1. Candidate will identify and discuss with peers behavioral expectations that teachers and students know across their school and how stakeholders know them.
2. Candidate will analyze the behavioral expectations on their campus to determine if they are connected to the school's values, how they are taught and reinforced, how consistently they are implemented, how consistently infractions are addressed, and how well teachers follow the agreed upon response guidelines.
3. Candidate will use conduct an assessment of student perceptions and voice using a survey designed to assess how students perceive their ability to influence and have an impact on the school.
4. Candidate will conduct a student discussion group, identify opportunities for improvement, identify areas where students could help lead initiatives, and move students toward action by asking students to take leadership and to brainstorm and provide solutions for the areas identified as priorities.

Video Hook: <https://www.youtube.com/watch?v=VKt9CslbVsq>

*Tattooed Skater Principal – Module 3 School Culture*

<https://www.facebook.com/gerrybrooksprin/videos/dictator-principals-meeting/313155372564860/>

*Teacher Placement by the Dictator Principal - Module 3 School Culture*

### **Module 3 Discussion Participation Due January 29<sup>th</sup> by 11:59pm (midnight)**

Effective educational leaders must ensure a positive, collaborative, and collegial school culture that facilitates and enhances the implementation of campus initiatives and student achievement.

Does your school have a clear set of behavioral expectations that teachers and students know across the school, and how do you know? Are the behavioral expectations connected to the school's values? How do teachers teach and reinforce the behavioral expectations during the school day and how do you know? How

consistently are the behavioral expectations implemented in each classroom? Do students have a common experience in every classroom and for every student? Are teachers clear about how infractions are addressed? Is there consistency about which responses are handled at the classroom level versus those that are referred to school leadership? How well do teachers follow the response guidelines?

Post your answer to the **Module 3 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Module 3 Assignment February 2<sup>nd</sup> by 11:59 pm (midnight)**

In your own classroom, grade level, and/or the classroom(s) of another teacher(s), conduct an assessment of student perceptions and voice using the materials on pages 295-297 of *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. This might be a leadership activity you choose to video for submission.

Step 1: Use survey items to get data on how students perceive their ability to influence and have an impact on the school.

Step 2: Conduct a student discussion group using the questions on page 296. You only need to conduct one discussion group.

Step 3: Identify opportunities for improvement. Identify areas where students could help lead initiatives.

Step 4: Move students toward action. Ask students to take leadership and to brainstorm and provide solutions for the areas identified as priorities.

Submit a paper with all the steps and artifacts clearly identified along with your thoughts and findings from the process. Be as detailed as possible.

## **Module 4 – Budget and Resource Allocation**

You will watch two lectures from a previously developed School Finance course in lieu of any reading this week. They are older videos and reference NCLB and AEIS data, but are still relevant nonetheless. In addition, you will also view the YouTube video linked below. Feel free to augment with Internet research and ask questions of your campus administrator or a district administrator should you desire further information.

YouTube video:

[https://www.youtube.com/watch?v=t7l1qOV\\_3Rc](https://www.youtube.com/watch?v=t7l1qOV_3Rc)

**Dates: February 3 - 9**

### **Objectives:**

1. Candidate will determine a process in which they would engage if they had a budget cut of 10%. The candidate will discuss the various option with their peers.
2. Candidate will interview a campus or district level administrator and discuss activity accounting and issues that he/she may have encountered with fund raising events.
3. Candidate will reflect on the interview and produce an account of the interview.
4. Candidate will complete an Activity Funding Flow Chart Project developing a flow chart/audit trail that will enable them to track revenue and expenses for student activity funds or other finance transactions completed in a school setting.

## Module 4 Discussion Participation Due February 5<sup>th</sup> by 11:59 pm (midnight)

Effective educational leaders must balance what is best for their students, their campus, and their faculty/staff. The superintendent informs you that your campus must cut expenditures by 10%. Describe the process and strategies you would use to meet this expectation. As you do, discuss how your vision and mission statement and how your Campus Improvement Plan should inform the processes and strategies you will use.

Post your answer to the **Module 4 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

## Module 4 Assignment Due February 9<sup>th</sup> by 11:59 pm (midnight)

### Assignment:

Interview a campus or district level administrator and discuss activity accounting and issues that he/she may have encountered with fund raising events. Write a short 1 page account of your interview. Your major assignment here is to create an Activity Funding Flow Chart Project. Each student will develop flow chart/audit trail that will enable you to track revenue and expenses for student activity funds OR any other finance transactions completed in a school setting that might help you in your current or future position. Your project submission should include a permission form to conduct a fundraising project, procedures and form for collecting and depositing of revenue, form expediting expenditures, accounting procedure and any other relevant documentation that would assist an auditor or other qualified financial administrator to track all activity funds. Make it something useful for your future as a school leader or something to be implemented in your own school!

### [Rubric](#)

*Principals are terminated and/or reassigned annually due to improper accounting of activity funds. The two most prevalent reasons that principals lose their jobs are for ethical breaches involving finance and romance; remember this if nothing else!*

I am including 2 examples of former student's work:

### [Example 1](#)

### [Example 2](#)

## **Module 5 – Planning and Operations**

Chapter 6 of *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*

Supplemental material: [www.wiley.com/go/newleaders](http://www.wiley.com/go/newleaders)

**Dates: February 10 - 16**

### Objectives:

1. Candidate will examine, identify, and discuss characteristics of a great school principal with their peers.

2. Candidate will identify and report on the process of developing recommendations for campus improvement plan (CIP) objectives to a campus improvement team (CIT).
3. Candidate will identify and report on what constitutes and supports the cultivation of a positive, collaborative, and collegial campus culture.
4. Candidate will demonstrate the ability to organize a campus planning committee.
5. Candidate will conduct a needs assessment of and make recommendations for their campus aligning CIP objectives and the campus vision.
6. Candidate will evaluate TAPR data from the TEA website in order to identify areas for improvement.
7. Candidate will review curriculum and programs in place on the campus to make observations regarding the alignment of the programs with the areas of need, identify the persons responsible for program success, and locate areas of focus for professional development.
8. Candidate will develop an action plan in order to address the identified areas of weakness and set standards related to future achievement, articulating alignment between the recommended objective(s) and the campus vision.
9. Candidate will develop a PowerPoint presentation outlining the relevant information for potential stakeholders.

Video Hook: <https://www.youtube.com/watch?v=ucJ-1scdhhs>

*What Makes a Principal Great! – Module 5 Planning and Operations*

### **Module 5 Discussion Participation Due February 12<sup>th</sup> by 11:59 pm (midnight)**

In your opinion what makes a great principal?

Post your answer to the **Module 5 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Module 5 Assignment Due February 16<sup>th</sup> by 11:59 pm (midnight)**

#### **Assignment or Activity:**

Candidates will write a paper outlining the process of developing recommendations for campus improvement plan (CIP) objectives to a campus improvement team (CIT).

Section I requires that the candidate demonstrate knowledge of what constitutes and supports the cultivation of a positive, collaborative, and collegial campus culture.

Section II requires that the candidate demonstrate the ability to organize a campus planning committee.

Section III requires that the candidate conduct a needs assessment of and make recommendations for their campus. Additionally, candidates will articulate alignment between a recommended CIP objective and the campus vision.

Section IV requires the candidate to evaluate TAPR data from the TEA website in order to identify areas for improvement.

Section V requires the candidate review curriculum and programs in place on the campus to make observations regarding the alignment of the programs with the areas of need, identify the persons responsible for program success, and locate areas of focus for professional development.

Section VI requires that the candidate develop an action plan in order to address the identified areas of weakness and set standards related to future achievement. Additionally, candidates will articulate alignment between the recommended objective(s) and the campus vision.

Section VII requires that the candidate develop a PowerPoint presentation outlining the relevant information for potential stakeholders.

## **Module 6 – Personal Leadership**

Chapter 7 of *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*

Supplemental material: [www.wiley.com/go/newleaders](http://www.wiley.com/go/newleaders)

**Dates: February 17 - 23**

### **Objectives:**

1. Candidate will reflect on personal beliefs and goals they have as a school principal and discuss these with peers.
2. Candidate will assess their personal leadership using a leadership assessment instrument.
3. Candidate will reflect on the leadership assessment and determine where there is the most room for improvement, and how they intend to get there.

Video Hook: <https://www.youtube.com/watch?v=eVS4lfH-gLc>

*The Role of the Principal – kids – Module 6 Personal Leadership*

[https://www.youtube.com/watch?v=w\\_PirOBhnTQ](https://www.youtube.com/watch?v=w_PirOBhnTQ)

*Gerry Brooks Coupon Book for Teachers – Module 6 Personal Leadership*

### **Module 6 Discussion Participation Due February 19<sup>th</sup> by 11:59 pm (midnight)**

Effective educational leaders must reflect on his or her practice, seek and act on feedback, and strive to continually improve, learn, and grow.

Reflect on your beliefs and goals as a school leader. Use the guiding questions below to spur your thought process. There is no need to address all of these questions. These are simply provided to give you some talking points:

Describe the expectations you have for the adults and students in your schools. What do these look like in practice?

How would you or do you convey these expectations to your faculty and staff?

How would you or do you share those expectations with the students and families?

How would you or do you know when a member of your school community is not maintaining or reinforcing those expectations?

When a faculty member does not maintain this level of expectation, what happens?

How can you help staff focus on the needs of students rather than the needs of adults?

How could you or would you express urgency in attaining the school's goals?

Post your answer to the **Module 6 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Module 6 Assignment Due February 23<sup>rd</sup> by 11:59 pm (midnight)**

Make a hard copy of pages 312-315 from the *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools* textbook. Complete an assessment of your personal leadership using this assessment. You will scan this document and submit it with your reflection to Canvas. Part two (reflection) asks you to reflect on this assessment and determine where you see the most room for improvement and how you intend to get there.

## **Module 7 – Internship and Application**

**Dates:** February 24 – March 1

### **Objectives:**

1. Candidate will engage in 15 hours of leadership activities on a school campus, and submit a video compilation, 45 minutes in length, of these activities.
2. Candidate will log internship experiences, and align these experiences with state and national standards.
3. Candidate will identify one experience from the internship that transformed or changed the way they thought, or altered a preconceived notion.

Candidate will reflect on the leadership assessment and determine where there is the most room for improvement, and how they intend to get there.

Video Hook: <https://www.youtube.com/watch?v=tChhhKcGool>

*Don't want to be a principal music video – Module 7 Internship and Application*

### **Module 7 Discussion Participation Due February 26<sup>th</sup> by 11:59 pm (midnight)**

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

Provide one detailed example of an internship activity in which you engaged that transformed you, changed the way you thought, or altered a preconceived notion you may have had before this class.

Post your answer to the **Module 7 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

### **Module 7 Assignment Due March 1<sup>st</sup> by 11:59 pm (midnight)**

#### **Mini-Internship and Video Submission**

**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 activities 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 experiences and how they altered or cemented the candidate's 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 lists 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 appropriate **and** approved by the course instructor). The log document is included in the course syllabus. Activity descriptions in the log should include enough information to illustrate how/why the activity is related to developing the student's capacity for effective school leadership. Such detail will usually require more than a few words and typically at least a sentence per activity. Failure to provide such detail may lead to less than full credit for the hours submitted.

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.

Corresponding requirement:

Candidates will submit a video file comprised of a minimum of 45 minutes of the candidate engaged in leadership activities. Candidates should visit with their campus principal in order to determine a best fit for the content of the video. Acceptable content for the purpose of meeting the assignment requirements should focus on the candidate's engagement in leadership activities and can include but is not necessarily limited to engagement in duties (bus, lunch, athletic, etc.), leadership of a faculty meeting, leadership of a PLC, debriefing experiences and dialoguing with their site-supervisor/mentor. Other content may be allowable provided that it offers the professor an opportunity to observe the candidate in meaningful school leadership activities.

## Course Assessment

The course final grade is determined using a criterion-referenced format. The student can earn a maximum of **850** points.

Discussions (7) @ 20 points each	140 Points
Assignments (7) @ 100 points each	700 Points
Student Information Sheet (1)	10 Points

The student's grade is determined using the following percentages:

A	790 - 850
B	714 - 789
C	637 - 713

No grades of "D" are given as per decision of the College of Education Graduate Faculty. A grade of "F" will be given, if necessary. Students in danger of earning less than 637 points for the course should arrange a conference with the professor prior to the end of the semester.

**Extra Credit Opportunities:** Students can earn up to 50 points of extra credit for participating in activities which broaden their perspective and deepen their capacity for understanding the roles and responsibilities of the school principal. The activities include, but are not limited to, professional education conferences/workshops and classroom observations. **Any extra credit opportunities will be proposed and developed by the student with instructor support. Final approval in writing must be granted by the instructor prior to the activity in order to guarantee credit. Mode of approval will be email.**

**Before proposing extra credit, the student should be able to answer the following questions:**

- 1) **How does this relate to the principalship?**
- 2) **How will completion of this extra credit assignment better prepare me to effectively lead and manage on a K-12 campus?**
- 3) **How will completion of this extra credit contribute to my ability to support teaching and learning on my campus?**
- 4) **How will completion of this extra credit assignment better prepare me to support the development of leadership skills in other aspiring leaders?**

**Penalty for Late Assignments:** Assignments are always due at midnight on the date listed in the course calendar. I encourage you to consider the prior evening as a personal submission deadline. In the absence of a clear and documented agreement to the contrary (documentation must be in the form of email) late submissions will result in a grade deduction of 10% on the first day and an additional 5% each day late after the 3<sup>rd</sup> day. After the assignment is 8 days late, the most a student can expect to receive for a submission is 50%. The percentage will be deducted from 100% not from the final grade on the assignment. It will *always* be the student's responsibility to initiate communication when an assignment is late or if the student believes an assignment could be late. Moreover, it will *always* be the student's responsibility to maintain documentation related to agreements between the student and the teacher when there are issues with late submission. After 2 weeks late, I will only accept submission for the purpose of allowing you to submit and a zero (0) will be assigned for the grade on the assignment. Again, any exceptions to this policy must be approved through email and should be arranged prior to the due date/time. Moreover, no assignments will be graded if they are submitted after midnight on 5/10/2019.

**Credit Recovery Policy:** At times a student may desire to recover credit not awarded on a given assignment. You will almost always have a rubric that will communicate the grading standards. When grading your submissions, this document will be my guide. If I do not believe you met the expectations described in the rubric, I will typically give feedback that clarifies how or why I believe you did not meet the stated expectations. Understand that my greatest priority is your preparedness as it relates to being able to execute responsibilities consistent with concepts reviewed in this course. Therefore, I am always willing to reconsider a grade if you adequately address the deficiencies in an original submission. In other words, I will always allow a resubmission. Revised submission should be made by email to the professor and/or coach (as appropriate). **Any student wishing to take advantage of this must resubmit within a literal 48 hours of a grade being posted in the on-line grade center.** Failure to do so will deprive a student of a resubmission opportunity. It is always the student's responsibility to know how to retrieve assignment feedback and to do so in a timely way.

To the extent that you do address the deficiencies in the resubmission, I will assign one half (1/2) of the credit you would otherwise have received if the assignment had been submitted correctly the first time. For the first assignment I will award full credit assuming all deficient areas are addressed in a way that satisfies the requirements communicated in the grading rubric and that the requirements communicated.

**Important: *Understand that I do not want to regrade an entire submission.* Therefore, if you are going to resubmit, I expect your changes to be clearly distinguished from the original submission. This can be done with a different color font or with some other kind of distinction such as underlining or *italicizing*. Moreover, I expect that the writer will use comment bubbles (found under the review section in MS Word 2007 and 2010) to explain how their modifications address the areas of deficiency.**

In the absence of the above, I cannot guarantee credit for modifications. Any exceptions to the above policy must be approved by the instructor through email. Again, it is the student's responsibility to initiate any exceptions. Further, it is the student's responsibility to maintain any documentation related to the above.

**\*Note about Technology and Submission of Assignments:** When working with technology, it's a given that sometimes things do not work as we intend. This extends to the submission of assignments. It is *always* the student's responsibility to ensure their assignments are submitted on time. After submitting your assignment, always check to ensure they were, in fact, submitted. This can be done by clicking the link to your gradebook. There should be an indication designating that you have submitted an assignment that is awaiting a grade.

## Policies and Procedures

### Course Content Structure:

The course is divided into seven (7) Modules . You should read the textbook section first, and then review the online lecture. The lectures will be summaries, elaborations of the textbook material, and/or links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Discussion Tool" and post answers to the discussion question (specific to the module) posted by the instructor. You must also read other students' posts and respond to two other students' responses. Discussion posts must be made by the date on the schedule to receive full credit.

Every student in this course is expected to complete the Student Information Sheet at the beginning of the semester. The Student Information Sheet will be posted in the Module 1 Section of the Canvas course shell.

### Grading and Feedback:

All the course activities will be graded within one week after the set due date and will be graded on an absolute scale. You can check your grades by going to **GradeBook**. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

### Discussion Board Participation:

Discussion Board will primarily be used for discussing course content related topics and issues. There will be seven discussion topics for the semester. Each discussion topic is worth 20 points.

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

### 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](#).

Submission of Course Assessment Activities:

All the course assessment activities will be submitted via Assignment Tool. Keep in mind the following standards/practices for submission of assignments:

- a. All course assessment activity files that will be submitted to the instructor should be in MS Word Format (doc or docx).
- b. Be sure to put your name at the top of each page header
- c. Always keep a copy of all the work you submit so that you won't need to re-do it if it should get lost in cyberspace.

### **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. For more on late submissions see the policy above in the section dealing with course grades.

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

### **Discussion Board**

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- 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.

## 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.

## Accommodation for Students with Disabilities

**Students with Disabilities:** The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. \*\*Adapted from UTSA ADA syllabus statement.\*\*

**ADA Officer for Students:** Mr. Paul Leverington  
**Address:** Mesa Building 4243/4901 E. University, Odessa, Texas 79762  
**Voice Telephone:** 432-552-4696

**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

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

## Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

NOTE: For summer classes students are expected to log in every day.

### Tracking:

The learning management systems used to deliver this course have a tracking feature. This feature quantifies how often and when students are active in the course and also 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. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. You are expected to log into the course at least once a week. For summer courses you are required to log in every day. If I am going to be out because of ill health, attending a conference, etc. you will be notified through email.

## 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:

- A clear image of yourself
- In color
- Well lit, and no shadows on your face or your ID that can obscure your image
- Must be taken on the day you submit the photo to reflect your current appearance
- Taken in full-face view directly facing the camera
- With a neutral facial expression and both eyes open

Then a picture of your ID\* with only your name and picture showing (Picture ID card in which the **ID number has been covered (tape over any numbers)**). I just need to see you, then the image of you on the card with your name.

\* Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

**Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.**

## Technical Requirements

Please visit the following page: <http://www.utpb.edu/online/reach/technical-requirements> You will find:

1. Requirements
2. Plug In Helper
3. Set up Information
4. Links to 24/7 Help Desk

## Preparation for Computer 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, etc.) or any contradictions/problems, you may be required to resubmit the files.

me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no "downtime" in regard to the timeline for submission.

## Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-4696
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>

SERVICE	CONTACT
	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).

## End of Course Evaluation & Instructor Evaluation

Every student must complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. There are three options to access the survey

1. You may follow the link in the email to complete the survey using the same credentials to access your courses here.
2. When entering Canvas you will see a list of surveys for you to complete
3. A button on the left hand menu bar will lead you to the survey from inside your course.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## 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.



**EDLD 6368 - Principalship**  
**University of Texas of the Permian Basin**

**Student Information**

Name \_\_\_\_\_

School \_\_\_\_\_

Title \_\_\_\_\_

Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

Site-Supervisor's Name\* \_\_\_\_\_

Site-Supervisor's Email \_\_\_\_\_

\*Must be a certified and experienced campus administrator (Principalship or Mid-Management)

# Schedule/Calendar

Student Information Sheet is due by midnight on January 17<sup>th</sup>

Module 1 – School Development  
January 13<sup>th</sup> through January 19<sup>th</sup>

Discussion  
January 17<sup>th</sup> by midnight (all other discussion  
deadlines will be midnight on Wednesday of the  
respective week)

Assignment  
January 19<sup>th</sup> (midnight)

Module 2 - Learning and Teaching and Understanding by Design  
January 20<sup>th</sup> through January 26<sup>th</sup>

Discussion  
January 22<sup>nd</sup> (midnight)

Assignment  
January 26<sup>th</sup> (midnight)

Module 3 - School Culture  
January 27<sup>th</sup> through February 2<sup>nd</sup>

Discussion  
January 29<sup>th</sup> (midnight)

Assignment  
February 2<sup>nd</sup> (midnight)

Module 4 – Talent Management  
February 3<sup>rd</sup> through February 9<sup>th</sup>

Discussion  
February 5<sup>th</sup> (midnight)

Assignment  
February 9<sup>th</sup> (midnight)

Module 5 – Planning and Operations  
February 10<sup>th</sup> through February 16<sup>th</sup>

Discussion  
February 12<sup>th</sup> (midnight)

Assignment  
February 16<sup>th</sup> (midnight)

Module 6 – Personal Leadership  
February 17<sup>th</sup> through February 23<sup>rd</sup>

Discussion  
February 19<sup>th</sup> (midnight)

Assignment  
February 23<sup>rd</sup> (midnight)

Module 7 – Internship and Application  
February 24<sup>th</sup> through March 1<sup>st</sup>

Discussion  
February 26<sup>th</sup> (midnight)

Assignment  
March 1<sup>st</sup> (midnight)