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**Virtual Campus**

**School of Education**

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# 2. Wayland Baptist University Mission Statement:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# 3. Course Prefix, Number, and Name:

EDAD 5331 – Introduction to School Administration, Organizational Behavior and Theory

# 4. Term and Year:

Fall Term 1, August 07, 20223 – September 30, 2023

# 5. Full Name of Instructor:

Dr. Nancy Wagner Forister

# 6. Office Phone and WBU Email Address:

Cell Phone: (423) 900-4014

Email: Nancy.wagner@wayland.wbu.edu

# 7. Office Hours, Building and Location:

Virtual Office Hours: M-F , 10 am CT – 6 pm CT

# 8. Class Meeting Time and Location:

Online…some blackboard collaborate sessions will be held during the course. The first blackboard collaborate session (Introductions and course overview) will be on August 10 at 8pm CDT.

# 9. Catalog Description:

Theory and research regarding human behavior in organizations, with special reference to schools. Major topics: historical schools of thought; power and authority; motivation; and social systems concepts.

# 10. Prerequisite:

Graduate standing and public school experience

# 11.Required Textbook and Resources:

**Textbook**: Educational Administration: Theory, Research, and Practice

**Author(s):** Hoy, Wayne K; Miskel, Cecil G.

**Copyright:** 2013
**Edition:** 9th

**ISBN:** 978-0-07-802452-8
**Publisher:** McGraw Hill
**Book Type:** Paperback

**Textbook:** Crucial Conversations: Tools for Talking when Stakes are High

**Author(s):** Patterson, Kerry; Grenny, Joseph; McNukkabm, Ron; Switzler, Al

**ISBN:** 978-0-07-177132-0 (paperback)

**Copyright:** 2012

**Edition:** 2nd

**Publisher(s):** McGraw Hill

**Book Type:** Paperback

*Note: VitalSource etextbooks.*

For student access:

1. Every Course in Blackboard has a link to eTextbook [Vital Source] embedded in the course menu, with basic instructions.
2. I encourage you to use this textbook.  Printed copies will NOT be available through our bookstore.  Students can purchase via Amazon or similar vendor but the cost is usually substantially more expensive.
3. Student will “register” to access your library.
4. You will be able to read and interact with your textbook from that location.

# 12. Optional Materials:

Additional course material may be available on the Blackboard site for this course. Students should have access to and the ability to use this material for each class session. Course announcements, if needed, will be posted on the Blackboard site for this course.

# 13. Course Outcome Competencies:

Although this course will traverse many areas and domains of the principal competencies (highlighted in yellow), the main focus for this course will be DOMAIN II—INSTRUCTIONAL LEADERSHIP

## DOMAIN I—SCHOOL CULTURE (School and Community Leadership)

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

1. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
2. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision **(Not Covered)**
3. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
4. Aligns financial, human, and material resources to support implementation of a campus vision and mission
5. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision **(Not Covered)**
6. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
7. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
8. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
9. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students **(Not Covered)**
10. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

**Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.**

1. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision **(Not Covered)**
2. Implements strategies to ensure the development of collegial relationships and effective collaboration
3. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
4. Ensures that parents and other members of the community are an integral part of the campus culture

## DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

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

1. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
2. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
3. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
4. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards **(Not Covered)**
5. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

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

1. **Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction** **(Not Covered)**
2. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors) **(Not Covered)**
3. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement **(Not Covered)**
4. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap **(Not Covered)**
5. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions **(Not Covered)**

## DOMAIN III—HUMAN CAPITAL (Human Resource Management)

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

1. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
2. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
3. **Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data**
4. **Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources**
5. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow **(Not Covered)**
6. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

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

1. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes **(Not Covered)**
2. **Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school**
3. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
4. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)

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

1. Understands how to effectively communicate a message in different ways to meet the needs of various audiences **(Not Covered)**
2. Develops and implements strategies for systematically communicating internally and externally **(Not Covered)**
3. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies **(Not Covered)**
4. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

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

1. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
2. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
3. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions **(Not Covered)**
4. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
5. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

## DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

**Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

1. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans **(Not Covered)**
2. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
3. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
4. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

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

1. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
2. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan **(Not Covered)**
3. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
4. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants **(Not Covered)**
5. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems) **(Not Covered)**
6. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
7. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff **(Not Covered)**
8. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements) **(Not Covered)**

## DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

**Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

1. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247) **(Not Covered)**
2. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors **(Not Covered)**
3. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community **(Not Covered)**
4. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
5. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
6. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
7. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities **(Not Covered)**
8. Articulates the importance of education in a free, democratic society

# 14. Attendance Requirements:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# 15. STATEMENT OF PLAGIARISM AND ACADEMIC DISHONESTY:

In light of Wayland’s strong Christian heritage, students are expected to conduct themselves in accordance with the highest standards of academic honesty, ethical behavior, and personal integrity. Therefore, the following--and any related acts of academic dishonesty--are to be avoided at all times:

 • Submitting as your own work any assignment completed by another person or an online
 bot.

• Copying another’s work or assignment and submitting it as your own.

• Allowing or paying another to complete and submit an assignment on your behalf.

• Providing others access to courses or assignments so that they may complete or submit
 work on your behalf.

• Copying any amount of text directly from a website, book, document, video, or other source
 without appropriately noting the original source of that information.

• Paraphrasing or rewording unique ideas originally presented by another (whether written,
 visual, or auditory), either on your own or with paraphrasing tool/software, without
 appropriately noting the source of the idea or information.

• Purchasing or otherwise downloading a paper from a website and then submitting any
 portion of it as your own work.

• Using or submitting work from a previous or current course, whether your own work or
 another student’s work.

While this list isn’t comprehensive, it gives a few examples of things to avoid. Go to the following link to view the entire policy: [Link to Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf) .

# 16. Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

# 17. Course Requirements and Grading Criteria:

## Collaborate Session:

You are required to attend the Collaborate Session. This session is intended to give a brief overview of the course requirements and focus on the state task and specifically on the course Instructional Leadership Pillar (ILP) assignment. You are strongly encouraged to use a computer that has the capability for you to ask questions through audio. There is a way to type questions, but this slows the presentation down a bit.

## Student Participation in Class on Discussion Board (30 points each and 50 points when serving as the discussion leader):

Students are expected to participate in all class discussion board questions. Each student will serve as a DISCUSSION LEADER at least once during the term. The role of the **Discussion Leader is to provide an in-depth post on the topic up for discussion (at least 3-4 pages**. Leaders are expected to research the topic as necessary and propose questions for the other classmates to consider when posting a response. All students will post a response to the Discussion Leader’s post. Where applicable, each response should reference information from the textbook or other related research. **At least 250 words are required for your responses to the post presented by the discussion leader.**

## Weekly Assignments:

Weekly assignments (in addition to discussion board questions) will include journal entries, case for leadership reports, etc. Reports and journal entries are 30 points each. The Final Reflections entry is worth 50 points.

## Instructional Leadership Pillar Assignment (ILP)—500 points:

This assignment is called an Instructional Leadership Pillar (ILP) because it is considered a major cornerstone for preparing you to become an entry-level principal. This ILP is focused on professional development specific competencies. Those being addressed in this assignment can be found in bold font in the competencies above in this syllabus. You are strongly encouraged to begin working on this assignment as soon as possible.

Grades for courses shall be recorded by the symbols below:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-79 I Incomplete\*

D 60-69 W for withdrawal

F 59 & below WP Withdrawal Passing

WF Withdrawal Failing X No grade given

 IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F.” An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

# 18. Tentative 8-Week Schedule:

Note: Please be sure to look at information in Blackboard under the “Course Content” tab. Details for the assignment are found by clicking on the Learning Module link.

*The course professor reserves the right to amend this tentative calendar at any time.*

**EA = Educational Administration** (Weekly Assignments will come from this textbook. Also, please note: I am not requiring you to read ALL of this textbook; only selected chapters.)

**CC = Crucial Conversations** (Discussion Board Assignments from this textbook)

| **Learning Modules** | **Assignments** | **Chapter(s)** |
| --- | --- | --- |
| Learning Module 1 |  Discussion Board and Journal EntryBlackboard Collaborate Session – Aug. 10th 8PM CDT | EA – Read Chapter 2CC – Read Chapters 1-2  |
| Learning Module 2 |  Discussion Board and Report – A Case for LeadershipInstructional Leadership Pillar (ILP) Guidelines | EA – Read Chapter 5CC – Read Chapters 3-4 |
| Learning Module 3 |  Discussion Board and Journal Entry | EA – Read Chapter 6CC – Read Chapter 5-6 |
| Learning Module 4 | Discussion Board and Report – A Case for Leadership | EA – Read Chapter 8CC – Read Chapter 7-8  |
| Learning Module 5 |  Discussion Board and Journal Entry  | EA – Read Chapter 9CC – Read Chapter 9 |
| Learning Module 6 |  Discussion Board and Report – A Case for Leadership | EA – Read Chapter 12CC – Read Chapter 10  |
| Learning Module 7 | Report – A Case for Leadership | EA – Read Chapter 13CC – Read Chapter 11 |
| Learning Module 8 | Journal Entry – final Reflections | ILP Assignment due by noon on Wednesday |
| Your Instructional Leader Pillar (ILP) assignment guidelines will be available in Learning Module 2. The ILP assignment is due through submission to Blackboard no later than Wednesday of week 8, at noon. Submitted through Blackboard. |

# 19. COURSE OUTLINE:

This course will help the student taking the course at a minimum, to gain knowledge and understanding of the various tools and resources of instructional leadership. Using your full potential, you will be able to take the information from this course and use it to successfully master the competencies addressed in the administrator competency test as well as develop a series of tools and resources for your use as an instructional leader.

Specifically, this course will include the following information for discussion and review;

## Educational Administration: Theory, Research, and Practice

The School as a Social System

The Technical Core of Learning and Teaching

Structure in Schools

Individuals in Schools

Organizational Culture of Schools

Organizational Climate of Schools

Power and Politics in Schools

External Environments and Accountability of Schools

School Effectiveness

Decision Making in Schools

Shared Decision Making and Empowering Teachers

Communication in Schools

Leadership in Schools

## Crucial Conversations

What is a Crucial conversation

Mastering Crucial Conversations

How to Stay Focused on What You Really Want

How to Notice When Safety is at Risk

How to Make It safe to Talk About Almost Anything

How to Stay in Dialogue When You are Angry, Scared or Hurt

How to Speak Persuasively

How to Listen When Others Blow Up or Clam Up

How to Turn Crucial Conversations into Action and Results

Advice for tough Cases

Tools for Preparing and Learning

# 20. Methods of Instruction:

The delivery system for this course will consist of online discussion board questions and responses as well as the distribution of weekly assignments that are submitted by the students at the appropriate time. Other sources such as but not limited to PowerPoints and audio submissions may be used during the term of the course as well.

# 21. Assignments:

| **Student Task** | **Points/Percent** |
| --- | --- |
| Discussion Board Participation | 280 |
| Weekly Assignments | 290 |
| Instructional Leadership Pillar Assignment (ILP) | 500 |
| TOTAL PERCENTAGE POINTS | 1070 |