

# 1. SCHOOL OF EDUCATION

Virtual Campus

School of Education

# 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, & Name:**

EDAD 5337 – Application of Administrative Concepts

# 4. Term and Year:

Spring I Session – January 16, 2023 through March11, 2023

# 5. Full Name of Instructor:

Instructor: Dr. Tim Powers, Associate Professor of Education

# 6. Office Phone and WBU Email Address:

Office: 801 North Quaker Ave., Lubbock, Texas 79416

Work Phone: (806) 742-9516

Cell Phone: (940) 631-1045

Email: tim.powers@wbu.edu

# 7. Office Hours, Building, and Location:

Office Hours: By Appointment

Building: WBU – Lubbock, Texas

801 North Quaker

# 8. Class Meeting Time and Location:

This is an online virtual class. The expectation is that you are to check the Blackboard daily, for information regarding assignments. In addition, it is important that you check your email daily for announcements and/or requests from the professor.

# 9. Catalog Description:

The use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge min the solution of practical problems; time management techniques for administrators; conflict management strategies; and school a d principal effectiveness. This is the capstone course and is taken immediately prior to the internship course.

# 10 Prerequisite:

Prerequisite: admission to professional education program and **24 hours of course work**.

**Book:** Passing the Principal TExES Exam

**Author:** Wilmore, Elaine

**Edition:** 3rd

**Copyright:** 2019

**Publisher:** Corwin

**Book Type:** Paperback

**ISBN:** 9781452286013

*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.

Other books/periodical resources as identified by the class professor during class.

Access to WBU Learning Resources

# 12. Additional Required Materials:

**240 Online Tutoring Requirement**: You will be asked to enroll in the online 240 Tutoring Program. You can use the following link to connect to the online study program at a 50% discount. You will need to do this as partial fulfillment of the requirements of this course program.

Here is the link: [240 Online Tutoring](https://study.240tutoring.com/subscribe/Wayland)

This link will also be available in the Blackboard course.

# 13. Course Outcome Competencies:

## 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
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
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
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
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
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
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)
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
4. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
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

## 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
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
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
2. Develops and implements strategies for systematically communicating internally and externally
3. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
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
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 taught in this course)**
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 **(Not taught in this course)**
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 **(Not taught in this course)**
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 **(Not taught in this course)**
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 taught in this course)**
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) **(Not taught in this course)**
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
5. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
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 **(Not taught in this course)**
7. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff **(Not taught in this course)**
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 taught in this course)**

## 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 taught in this course)**
2. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors **(Not taught in this course)**
3. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community **(Not taught in this course)**
4. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn **(Not taught in this course)**
5. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) **(Not taught in this course)**
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 **(Not taught in this course)**
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 taught in this course)**

H. Articulates the importance of education in a free, democratic society **(Not taught in this course)**

# 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 on Plagiarism and Academic Dishonesty:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# 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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

# 17. Course Requirements and Grading Criteria:

## First Wednesday Assignment:

You will have a brief assignment that we use to verify your attendance. Please complete this by the time listed on the assignment. It is usually due by 5:00 p.m. on the first Wednesday of the course.

## Student Information Sheet:

You will find this form under “Course Content” in Blackboard™. Please compete and return this to me via **Blackboard** by noon on the first Saturday.

## Passing the TExES Exam Assignments:

Students will read pages assigned and complete the assignments for submission.

## Constructed Response Assignments:

Constructed Response questions are a new part of the 268 TExES Principal Exam. For this course, you will be assigned three Constructed Response questions from the 268 Principal Preparation Manual.

## Final Exam:

The final exam will be your 1st Practice exam located on the online 240 Tutoring. You will not be allowed to take the First Practice Exam until the date listed on Blackboard. You will **also** need to follow the exam requirements that are listed in Blackboard. Failure to do so may result in a lowering of your final grade by 10 points. Please be sure to follow the directions for the final. If you have any questions, contact the course professor.

The purpose of the final exam is for the student to demonstrate proficiency of the competencies and learning objectives outlined in this syllabus. The final exam will count as the **practice test** administered by Wayland prior to being given permission to take the official TExES 268 Principal exam. If you pass (80% or above) your final exam for this course (268 Principal TExES Online Practice Exam) on the first attempt, you move up one letter grade if you are below 90. If you FAIL (<80%) your final exam on the first attempt, you drop one letter grade. **Once you take the First practice exam in 240 Tutoring within the dates listed below be sure to submit a copy of the results at the designated place on Blackboard to verify your score for the exam and class.** If you fail to send a document of your results within the dates listed below, then you automatically drop one letter grade, regardless of the score you make. If you fail to turn in your scores by the end of the term, you will receive an incomplete for the course until the score is reported as described above.

**NOTE:** Students must *pass* the online practice exam (80% or above) and *attempt the state exam* at least once **prior to enrolling in EDAD 5348 – Principal Intern 1.** It is important that students study in this course with the intention of passing the practice exam AND the state exam.

If you do not make an 80% or above on the online practice exam, you will be sent a Study Log and required to complete **5** additional hours of study on 240 Tutoring prior to retaking the 2nd online practice exam. The professor is able to verify those hours through access to 240 Tutoring. Once you have completed **5** additional hours of study, you will be given permission to retake the next online practice exam.

## Zoom Meeting:

We will have a Zoom meeting scheduled at the beginning of the course. I realize that all principal candidates have busy schedules and may not be able to attend the Zoom meeting at the designated time listed in Blackboard. Therefore, a recording of the meeting will be made available and you will be required to watch it at your convenience. Principal candidates are responsible for knowing and following the information presented in the video.

## Course Requirements:

Evidence of the ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Written work in this course must be word processed and prepared according to APA style.

The student will attend class well prepared, having read all assigned materials, participate in class discussions and activities and will act in a professional manner.

## Grading Criteria:

 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.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# 18. Tentative Schedule:

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

**TE** = Passing the Principal TExES Exam by Elaine L. Wilmore

**CRA** = Constructed Responses Assignment

| **Check Blackboard** | **Assignment Due** | **Assignments** |
| --- | --- | --- |
| January 16th  | January 21st (short week)Att. Assignment is due **WED.** | Attendance Assignment – Due **Wed**.TE Assignment 1: – Chapters 1-3Student Information SheetZoom Meeting (to be scheduled)Enroll in 240 Tutoring |
| January 21st  | January 28th   | TE Assignment 2: Chapter 4CRA 1 dueComplete **3** hours of 240 Tutoring |
| January 28nd  | February 4th  | TE Assignment 3: Chapters 5-7Complete **3** hours of 240 Tutoring |
| February 4th  | February11th  | TE Assignment 4: Chapters 8-9CRA 2 dueComplete **3** hours of 240 Tutoring |
| February11th  | February 18th | TE Assignment 5: Chapters 10-11Complete **3** hours of 240 Tutoring 1 |
| February 18th  | February 25th  | TE Assignment 6: Chapters 12-13CRA 3 dueComplete **3** hours of 240 Tutoring |
| February 25th  | March 4th  | TE Assignment 7: Chapters 14-15Study 240 Tutoring |
| March 4th  | March 11th (Thursday) | **Final Exam to be Completed\*** |
| **\***You will take the 268 TExES Principal practice exam (your final exam) using the 240 Tutoring practice 1 exam. **Make sure you follow the instructions for the online practice exam. The exam needs to be completed and a copy of the document results must be submitted on Blackboard by Thursday, March 9th, at noon.**  |

# 19. Assignments:

| **Student Task** | **Points/Percent** |
| --- | --- |
| First Wednesday Attendance Verification Assignment | 2 |
| Student Information Sheet | 2 |
| Participate in Zoom Meeting | 3 |
| Passing the Principal TExES Exam Assignments | 35 |
| Constructed Response Assignments | 33 |
| Final Exam (Your practice exam will be divided by 4) | 25 |
| **TOTAL PERCENTAGE POINTS** | 100 |

## May God bless each of you!