



EdAd 597: Leading the Learning Community Probationary Principalship
Texas A&M University-Commerce
Course Syllabus

Spring 2014

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COURSE INFORMATION

Textbooks

Texas public school organization and administration: 2012. (13ed). Vornberg, J.A. (editor)

Course Description

This course is designed to develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in the real world setting of functioning schools. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for school building leadership. Through the activities of this course, students will bridge the gap between (1) theory and practice, and (2) students' academic and experiential learning. In the internship, students will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences. Students will be challenged and expected to: 1) think critically about the role of the principal and leading effective schools, 2) engage in reflective thinking about the role of the principal and leading effective schools, 3) integrate a variety of ideas regarding the role of the principal and leading effective schools, and 4) synthesize coursework into a meaningful framework of understanding about the role of the

principal and leading effective schools.

Student Learning Outcomes

This probationary internship should provide opportunities to work with and to learn from administrators in schools. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following:

1. Students will experience the realities of educational administration by applying classroom knowledge to actual administrative situations.
2. Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator.
3. Students will refine a philosophy of education as a result of the internship experience.
4. Students will gain additional experience and confidence in their professional abilities.
5. Students will provide authentic administrative assistance in the work setting.
6. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the intern toward his/her career objectives.

Role of the Campus Supervisor/Site Administrator

The role of the cooperating principal as a supervisor and mentor to the intern is the critical factor in making the internship a success. The guidance and counsel is of the utmost importance in helping the intern's activities to be fulfilling and appropriate.

The functions of the campus supervisor include, but are not limited to:

1. Agreeing to act as supervisor/mentor to the intern.
2. Conferencing with the intern concerning expectations, activities, areas of skills and knowledge development found in the Principal Internship Program booklet.
4. Meeting with the intern to discuss activities, tasks and experiences. Review progress, discuss successes and determine additional growth for the intern.
5. Conferring with the A&M-Commerce supervisor on the intern's growth and achievements during the Monitoring.

COURSE REQUIREMENTS

The basis of this course is to provide the student with an understanding of functions that are important to campus level administrators. The course is made up of a series of assignments and assessments to assist you in achieving that level understanding

Assignments

Student Learning Outcomes 1,2,3,5,6,7

Assessment Method: Assignments will take several forms and include projects in budgeting.

Discussions

Each student is expected to participate through E-College, this will be where you and the instructor communicate.

Through the E-College there will be a discussion forum where you can ask questions of other interns in the class.

Assessment Method: Class participation will be determined by the professor. Each online forum will be graded using the Discussion Forum Rubric.

Grading

Grades will be determined on a total point basis covering assignments, journal reflection entries and Supervising Principals input and the instructor's evaluation.

Caveat: I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

GENERAL DESCRIPTION OF INTERNSHIP ACTIVITIES

1. *Assignments.* Students will be given assignments throughout the semester using the text and materials they will need to look up and acquire about their campus and district.

2. *Reflections.* Each intern shall reflect upon experiences and submit reflections every two weeks to the university internship supervisor. Reflections should reflect the student's ability to connect theory gained in university coursework with field experiences.

3. *Group Meeting.* Each intern shall attend group meetings when/if scheduled by the university supervisor during the semester. The purpose of these group meetings is to share experiences, connect theory to practice, and reflect with other interns.

4. *Collection of documents.* Each student shall collect artifacts (i.e. meeting agendas, notes, forms, e-mail, reports) that serve as evidence of several of the activities documented in the logs. These shall be presented to the university supervisor during visits and/or at the final submission date.

Instructional Leadership:

School Culture and Community Relations:

Strategic Operations:

Executive Leadership:

Human Capital:

Evaluation

A final grade of A, B, C, F, or X will be assigned at the end of the semester. Input from the campus supervising administrator, the A&M-Commerce supervisor, and the intern will be used in determining a grade. The factors used in the evaluation are:

1. The quality and extent to which learning activities have been conducted and documented in the assignments/reflections. This requires that these documents be submitted on-time to the supervising professor.
2. The quality of any projects completed as part of the activities.

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COURSE REQUIREMENTS

Class Participation

It is my expectation that all students participate fully in all activities and assignments in order to maximize their learning experience. This means that you should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) self-disciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Regardless of circumstance, each assignment is due on the date specified.

You are expected to work to complete the assignments of the course.

The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all internship handbook activities.

The class will meet with the instructor three times during the semester.

Student Learning Outcome: Students will exhibit additional experience and confidence in their professional abilities.

Campus Visits

You will meet individually with the instructor during the semester at time mutually agreed upon

by you and the instructor. During those meetings, I will make a campus visit, which will include the following:

- A visit with the principal
- A visit with the intern
- A campus tour (first visit)

You should be in contact with the instructor to set dates for the campus visit. Ideally, a period of time should go by prior to the campus visit. However, if you feel you need an earlier visit to facilitate access to greater campus responsibilities, contact the instructor.

Student Learning Outcome: Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the intern toward his/her career objectives by applying classroom knowledge to actual administrative situations. Students will provide authentic administrative assistance in the work setting.

Grading

While the final course grade is the sole judgment of the professor, the following scale will be used as a guide.

90-100 = A = Excellent/Outstanding
80-89 = B = Good/Noteworthy
70-79 = C = Average/Proficient
60-69=D=Below Average
69-below = F = Unacceptable

Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EdAd 597. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

TECHNOLOGY REQUIREMENTS

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the "myCourses" tab and then select the "Browser Test" link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account

via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamuc.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

Course Organization

The course is organized for a regular term session. Some topics occur across multiple weeks. All assignments due the assigned timeframe must be submitted by the syllabus due date.

What to Do First

Download and review the syllabus. Check course dates.

eCollege Technical Concerns

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

COMMUNICATION AND SUPPORT

Quality of Course Communication

We will be sharing personal experiences and individual reflections as we discuss course concepts. You are encouraged to share your personal and professional experiences. However, in order to assure that we can have a free and open discussion, we expect each person to respect the confidentiality of classmates. At the same time, you are asked to exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information.

Interaction with Instructor

Email is the best way to reach the instructor during weekdays. During the work week, a reply will be sent within 12 to 24 hours depending upon the time your message was received. If you do not receive a response, please assume your message was not received and contact the instructor via telephone.

It is critical for you to check your MyLeo email everyday as we will be communicating with you as we go both within the course online environment and through university email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Assignments

You will be graded on assignments, participation, so be sure to turn in assignments on time.

Points will be deducted for late assignments. The grade will also be affected (either positively or negatively) by the mechanics of writing (i.e. spelling, punctuation, grammar, organization, flow, format, etc.).

I hope to make this course a positive learning experience for all involved including myself. I assure you that I will do everything I can to promote your success.

Check your MyLeo email regularly (at least once each day) for information. I will be sharing information as we go. We will be using discussions groups in this course. You will need to participate two out of five weekdays each week with responses to the discussion questions/issues.

Writing Style

All papers must be written according to the 6th Edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (6th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal

Students who miss two sections of class (virtually or in person, depending on the status of the course) may be administratively dropped for excessive absences.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign “Plan for Completing the Grade of X” before you may receive an incomplete for the course. The reason for such requests is limited to “circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks” (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Please see the TAMU-C Graduate Catalog (2001-02, pp. 17-18) and the Publication Manual of the American Psychological Association for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information.

Recommended websites to review include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (972) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

University Mission and Vision Statements

The Texas A&M University-Commerce Mission: Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission: The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision: The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission: The Department of Educational Leadership at Texas A&M University-Commerce prepared graduated for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision: The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.