Preparing Educators for a Changing World

The CONCEPTUAL FRAMEWORK of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and analytical abilities, and professional dispositions. Lamar University educator preparation candidates develop habits of mind needed for “lifelong learning” and respond to the ever changing diverse needs of EC-12 students and the schools that serve them.

Syllabus

Department: Education Leadership  
Course Number: EDLD 5345  
Course Title: Managing Resources: Human, Fiscal, Facilities, and Community  
Instructors: Dr. Cortez-Rucker, vance.cortez-rucker@lamar.edu  
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Dr. Kay Abernathy, lucy.abernathy@lamar.edu

Course Materials  
Required Text: The following textbooks will also be used in EDLD 5344 School Law.


Our students will:

Demonstrate expertise and passion for their discipline. Use a communication style appropriate to the setting and audience. Demonstrate a strong commitment to the idea that all students can learn, Exhibit an awareness of the importance of maintaining confidentiality in records, correspondence, and conversations, Display appropriate positive attitude and affect. Demonstrate initiative, resourcefulness, creativity, and vision, and Embrace technology as a resource to support learning.

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Principal Certificate Standards:
The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

Values/Ethics:
Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

2. implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

3. model and promote the continuous and appropriate development of all learners in the campus community;

4. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and

5. articulate the importance of education in a free democratic society.

Leadership and Campus Culture:
Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

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

2. ensure that parents and other members of the community are an integral part of the campus culture;

3. use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

4. respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;

5. use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;

6. facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;

7. facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

8. align financial, human, and material resources to support the implementation of the campus vision; (9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

9. support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and

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(1) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

Human Resources/Management:
Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;

(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;

(3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;

(4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;

(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;

(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and

(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

Communication/Community Relations:
Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

(1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;

(2) use effective conflict management and group consensus building skills;

(3) implement effective strategies to systematically gather input from all campus stakeholders;

(4) develop and implement strategies for effective internal and external communications;

(5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;

(6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;

(7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and

(8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.

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Organizational Leadership Mgt:
Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(2) gather and organize information from a variety of sources for use in creative and effective campus decision making;

(3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(4) develop, implement, and evaluate change processes for organizational effectiveness;

(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;

(8) collaboratively plan and effectively manage the campus budget; (9) use technology to enhance school management; and

(10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

Curriculum Planning/Development:
Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

(1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;

(2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

(3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and

(5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.

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Instructional Leadership/Mgt:
Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

(1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;

(2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;

(3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);

(4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;

(5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;

(6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;

(7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and

(8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

Professional Knowledge Skills—SCHOOL COMMUNITY LEADERSHIP—WEEK FIVE

Competency 001—Shape Culture and Vision by:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

* “School Community” includes students, staff, parents/caregivers, and community members.

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers

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Competency 002—Communication with School, Parents, and Community by:
The principal knows how to **communicate and collaborate** with all members of the school community, respond to diverse interests and needs, and **mobilize resources** to promote student success.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.4: Candidates understand and can promote and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends.

Competency 003—Ethic Application in Regards to Students, Staff, and Community by:
The principal knows how to act with integrity, fairness, and in an **ethical and legal** manner.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Professional Knowledge Skills: INSTRUCTIONAL LEADERSHIP—WEEK ONE, TWO, AND THREE:

Competency 004—Enhancement of Curriculum by:
The principal knows how to **facilitate** the design and implementation of curricula and strategic plans that enhance teaching and learning; **ensure** alignment of curriculum, instruction, resources, and assessment; and **promote** the use of varied assessments to measure student performance.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Competency 005—Student Learning and Staff Developmental Growth by:
The principal knows how to **advocate, nurture, and sustain** an instructional program and a campus culture that are conducive to student learning and staff professional growth.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Competency 006—Staff Evaluation Processes by:
The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for **supervision** and **staff development**, and apply the **legal requirements for personnel management**.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

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ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Competency 007—Organizational and Effective Learning skills to provide an Effective Learning Environment by:
The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Competency 008—Budgets and Facilities Management by:
The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations

Competency 009 –Facilities Management and Safety by:
The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Course Objectives:
This course will address the knowledge/application of the National Council for Accreditation of Teacher Education – Educational Leadership Constituent Council (NCATE-ELCC) Standards and State Board for Educator Certification (SBEC) Principal Competencies (Professional Administration Competencies). These state and national standards have been developed through collaboration and consensus among scholar practitioners who serve in a variety of leadership positions from pre-K through higher education.

Course expectations include:

- Model learner-centered leadership in all course assignments, activities and assessments.
- Strong emphasis on preparation and participation for the learner-centered classroom and campus.
- Effort to incorporate effective instructional strategies in learning ELCC and SBEC Principal Standards and Competencies (i.e., practice what we preach regarding learner-centered standards – walking the talk).
- Effective communication, especially with academic coaches, will be encouraged at all times.

Performance Outcomes:

- The candidate will be able to apply past and present learning to areas of personnel, budget, and plant management.

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- The candidate will locate Regional Service Center support staff.
- The candidate will be able to locate the TExES 068: Study Guide for State Standards
- The candidate will be able to locate the Texas Education Agency Resource Guides for Administrators
- The candidate will understand best practices for teacher recruitment and retention.
- The candidate will recognize and understand legal reasons for personnel documentation.
- The candidate will understand the process for building staff consensus from past and present learning.
- The candidate will be able to explain the importance between a certified and non-certified teaching professional.
- The candidate will understand the four budget processes and which one best serves the schools.
- The candidate will understand the importance of the Crisis Management Plan.
- The candidate will understand the major budgetary contributors to public schools.
- The candidate will understand the significance of the Site Based Decision Making Committee.
- The candidate will conduct interviews with a principal and other school and district staff to obtain information regarding campus improvement plans and use of technology.

Course Description
This course focuses on building the human resources to support the learning and instructional mission of the school and the attainment of school goals. The major challenge of this class will be to apply past and present learning to the class topics. This class begins to culminate past knowledge and apply to the new topics. Topics include: ethical considerations in interactions with others, district policy and its relationship to personnel, confidentiality, employment and personnel law, contract renewal and non-renewal, teacher development, and an understanding of motivational theories and its application within the school environment.

Instructional Assistants
Your instructional assistant’s name will be provided through an email from him/her and on the class section announcement boards in Black Board. All course activities, assignments, and correspondence must be e-mailed directly to your assigned instructional assistant. Direct all questions to the instructional assistant. Your class and section professor will communicate directly with the instructional assistant to answer your questions. It is their goal to model facilitative leadership to help you succeed in this course, this program, and in your professional pursuits.

University faculty hold ultimate responsible for all assessments and final course grades. Each semester, the University faculty will conduct random reviews of materials to ensure inter-rater reliability for all Instructional Assistants.

Prerequisites
Admission to the Lamar Partnership Program.

Remember: If you have been provisionally admitted, you must submit transcripts and GRE scores before the end of your second course (within the first 6 hours of coursework) to move from provisional admission to full admission. Provisionally admitted students may take only 6 hours or two courses.

Course Management Policies

Academic Honesty. Students are specifically warned against all forms of cheating and plagiarism. The Lamar University Student Handbook states: Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Punishable offenses include, but are not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. One aspect of the handbook’s definition of cheating is, “purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other writing assignment prepared by an individual or firm.” Plagiarism is defined as, “the appropriation and the unacknowledged incorporation of another’s work or ideas into one’s own offered for credit.” Students seeking to avoid plagiarism should consult with the course instructor or recent handbooks such as the MLA Handbook for Writers of Research Papers (6th edition). Faculty members in the College of Arts and Sciences investigate all cases of suspected plagiarism. Any student who submits plagiarized work in this course will fail the course.

Students are encouraged to discuss the ideas needed for implementing programming assignments, but copying code or

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allowing another to copy your own source code is an act of plagiarism and will result in a zero grade on the assignments where this occurs.

Class Participation: Participation in the discussion forum is expected as a required weekly assignment. Students are expected to keep current with the course schedule, all assignment due dates, and assigned reading. Late submissions of any assignment will be subject to a point penalty for that assignment. All work submitted must be your own work. Clearly cite references using the American Psychological Association (APA) Publication Manual. Students are expected to spend a minimum of eight (8) hours per week on preparation for this course.

Note: It is important to cover the reading assignments and be prepared for participation in the online discussion each week. It is also important to read and follow the directions for completion of your assignments each week.

Communication Problems. At the beginning of this course make sure you have updated your computer:

Use Firefox (http://www.mozilla.org) for your browser.
Update your Flash Player (http://get.adobe.com/flashplayer/)
Update Java (http://www.java.com)

Course Evaluation: Instruction as well as student performance and response are subject to evaluation. Procedures for evaluation will be provided near the end of this course. (Also see Ethics)

Disability Accommodation. It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to equal educational opportunities. You should contact the office for disability services at the university to request accommodation. You may also contact them online at http://dept.lamar.edu/fswd or by phone at (409) 880-2225.

Drop Dates. This course adheres to the add/drop standards for each term as stated by Lamar University. For more details, refer to the Lamar Web site: http://www.lamar.edu.

E-Mail. All e-mail correspondence will be through the my.lamar e-mail system. Please check your e-mail through your my.lamar account daily for correspondence and announcements from your professor and academic coach.

Electronic Portfolio—ALL STUDENTS MUST PURCHASE TK20
TK20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, and dissertation steps are processed, or archived through the TK20 secure portal. All signature assessments will be graded via TK20 (ET and Cert only students) by the professor. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use TK20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date.
http://lamar.tk20.com
Failure to submit required course artifacts to Tk20 will result in the assignment of an incomplete for the course. Receiving an incomplete in the course may result in a hold on your enrollment in subsequent courses.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at: http://www.lamar.edu/about-lu/administration/risk-management/index.html. Following are procedures for the first two:

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the

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- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD):

- CALL - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Ethics and Professional Behavior.** It is the responsibility of the student to read and understand the *Code of Ethics and Standards Practices for Texas Educators*. In a Masters level program the *Code of Ethics and Standards Practices for Texas Educators* is an expected application.

**Grades.** All grades are subject to change. To review your FINAL grade for a course go to: self-serve banner. The course gradebook is never your final grade.

**myLamar Portal.** Students are required to obtain a Lamar Electronic Account username and password so they can log into the myLamar Web site. Students may get information on how to get into the myLamar Web site from the University's homepage (http://www.lamar.edu) by clicking on the myLamar link on the left top corner of the screen. Follow the steps to secure your myLamar username and password. Access to library resources is described on the Academic Partnership page, also available through the http://www.lamar.edu. All course communication from the professor and the IA's will be through the myLamar Portal—no exceptions.

**Online Etiquette.** Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in the discussion board.

**Sexual Harassment.** In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in the course must conform to the university policy.

**Syllabus Subject to Change.** While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and events beyond the control of the instructor. Students will be informed of any substantive occurrences that will produce syllabus changes.

**Webinars and Web Communication.** All webinars, which are usually weekly and announced, are for communication purposes. The time of the webinar may be viewed as virtual office hours for the professor and the students. The professor will set times weekly when students may “drop in” and seek clarification about the class or other matters.

**Class Template:**

**Assignments:** Each week you will have a series of assignments with very specific purposes. Many of the assignments are based on assigned readings. Many require actual “hands on” activity at your local school.

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**Discussions:** All discussion themes are scenario-driven and based on the application of the Professional Competencies. A thorough response is more than “I agree,” or “Awesome comments.” Be specific (e.g., “I agree with your comment about the first question because...” or “Awesome comments – I really like your suggestions for involving parents, community members, along with teachers and students because...”) We encourage you to write a minimum of three or more sentences in responding to other students’ posts. The professors will be monitoring your Discussion Board responses and we look forward to learning from one another. We grow from sharing insights and suggestions with one another. The first discussion is due on Thursday by end of day.

**Professional Knowledge Review:** This is a weekly review of your readings, past and present. It is a tool to review your growth in professional knowledge and skills needed to reach your goal of professional certification.

**Principal Tool Kit:** You will be required to create a folder on your desktop titled principal tool kit. You will need to download the following items to the tool kit:

- Budget Update 14 - www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147491747

**Principal Internship Responsibilities:**

**IMPORTANT:** In this course there is a [key assessment](http://www.tea.state.tx.us/index2.aspx?id=1222) (information is in week one) that is required to be submitted through Tk20. The week 5 assignment will be graded in Tk20. If you fail to submit this assignment through Tk20, you will receive a zero (0) on your assignment and an Incomplete for this course.

If you need assistance with Tk20, please contact the Lamar Tk20 helpdesk at tk20@lamar.edu or call 409-880-2126.

**Your Tk20 week 4 assignment for this course must be submitted to TK20 by the end of Week 5.**

**Steps to uploading your Week 4 assignment in Tk20:**

1. Login to Tk20
2. Look under **Pending Tasks** on the **Home** tab.
3. Select the link that says “Please send the course binder for (EDLD 5333)”.
4. Once you have opened your Course Binder, go to the **Assignments** tab and follow the instructions for creating your Tk20 artifacts.
5. Next go to the **Artifacts** tab and use the Artifact Wizard to create your artifact.
   Note: Be sure to select the correct Artifact type (form) from the drop down list.
6. Once your artifact is created, it is stored in the Artifacts tab. Your instructor still cannot view it.
7. Next you will open your **Course Binder** again, go to the **Assignments** tab, and select the words “[Click here to attach]”. Tk20 will look in your stored Artifacts for the same type of artifact form that you were asked to create. Select your artifact, click “continue” and “Ok”.
8. Once you have attached all the required artifacts, you will “Submit” your course binder for review. After you submit your binder, it will be locked for editing. Remember, these simple steps ...
   - A. Artifacts are created in Tk20 using the Artifact Wizard and stored in the Artifacts tab.
   - B. Artifacts must then be attached to a Course binder before your instructor can view them.
   - C. Courses binders must be submitted for review to be graded by your instructor.

If you need to have your Tk20 password reset, please email the Lamar Tk20 helpdesk at tk20@lamar.edu or call 409-880-2126. If you need to make changes or revisions to your submitted course binder, please contact your Instructional Associate or course instructor.

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* Always read the announcement boards daily!

**Communication:** Always know your SECTION number. You will be attending EDLD 5345 Section ____. Always know your Instructional Associate, for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”
**Course embedded reflection for EDLD 5345:** Continue to complete course embedded and campus supervised activities from your intern plan as you work through the Ed. Leadership program and this course:

1. Students conduct an interview with an administrator at their school regarding strategies for recruiting and retaining high-quality teachers and administrators. --- 5 hours.
2. Students access the policies and procedures in place in their district related to teacher mentoring programs by accessing the district's webpage or contacting district Human Resources Office and reflect on the policies in place for mentoring induction. --- 5 hours
3. Students review their present campus budget process. They will complete a report on membership, campus improvement plan objectives met, share examples of community input and success. --- 5 hours.

**Field Observation reflection due for TK20 (CERT ONLY STUDENTS):**

**Readings:** All readings are for the benefit of expanding present knowledge. Some are attached to weekly assignments and require additional activities. All brief weekly reviews are from the principal tool kit, past classes and PowerPoints.

**Grading and Evaluation:**

**Late assignments** All assignments are due as indicated on the weeks listed in the Course Content Outline for each week (see course website for details). Work submitted after the deadline is subject to a five (5) point deduction per day late. When a student's gradebook indicates a lack of activity the IA will contact the student. If a student does not reply and/or the activity goes beyond one week the professor has the option of dropping the student, from the class.

**Make-up Exam**

Make-up exams must be pre-approved, except in the case of an unexpected emergency. Also, the excuse will require a hard copy proof submitted to the course professor within a week.

**Grading Process:**

This is Graduate level class. The Educational Leadership faculty members have high expectations for your academic performance and professional contributions to this course and program. We believe all participating students can achieve at the highest levels of grading. All grades, entered by the Instructional Associates (IA) are reviewed by the professors of the course and may be altered to meet expected academic rigor.

Several of the assignments have timelines that must be met. (See late assignments).

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Mandatory Review of the Orientation:

☐ Week 1: 10 points

Weekly Assignments: It is wise to complete all readings and principal tool kit before attempting the assignments.

☐ Week 1: 80 points
☐ Week 2: 80 points
☐ Week 3: 80 points
☐ Week 4: 60 points
☐ Week 5: 40 points

☐ Key Asmt: 20 points *remember submit to BB and all Cert Only and ET students to TK20.

Total - 360

Weekly Discussions: It is wise to complete all readings and principal tool kit before attempting the weekly discussions.

☐ Week 1: 20 points
☐ Week 2: 20 points
☐ Week 3: 20 points
☐ Week 4: 20 points
☐ Week 5: 20 points

Total - 100

Professional Administrative Knowledge: It is wise to complete all readings in the principal tool kit before attempting the progress monitor quiz. This is a time sensitive exam based on past and present learning. It is taken exclusively from your principal tool kit material and the Professional Knowledge and Skills Competencies. It is NOT a line and page exam; rather it is a synthesis based evaluation instrument. *Do NOT use IPAD or IPHONE to complete the Professional Admin. Knowledge Review—data WILL be lost.

☐ Week 1: 10 points
☐ Week 2: 10 points
☐ Week 3: 10 points
☐ Week 4: 10 points
☐ Week 5: 10 points

Total - 50

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**Communication:** Always know your SECTION number. You will be attending EDLD 5345 Section ___. Always know your Instructional Associate, for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”
Grading Scale:  500 Total Score

90-100%  468- 520 points        A
80-89%  415 - 467 points        B
70-79%  362- 414 points        C
Below 362              F

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**Communication:** Always know your SECTION number. You will be attending EDLD 5345 Section ___? Always know your Instructional Associate, for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”
Week One: Curriculum and Staff Development
Professional Knowledge and Standards:
Competencies 4 & 5.

Professional Knowledge and Skills:
Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Leadership and Campus Culture:
(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Special Project: Create on your desktop a folder titled: Principal Tool Kit. Download into the folder the professional manuals: * see syllabus “Principal Tool Kit.”

Readings:
Power Point Professional Knowledge- Competency Four
Power Point Professional Knowledge- Competency Five
TExES 068 Student Manual, Reading pages 1-18
Power Point Professional Knowledge-SBDM Manual, Readings pages 1-6 and page 9 - 12
What Principals Need to Know about Curriculum (Brief article from the Wallace Foundation).

Professional Knowledge Review: Brief Review over the readings and Power Points

Discussion Board: In thinking about staff and curriculum development, what major campus "plan" must be considered? Why?

Discussion reply is due by end of day Thursday of each week:
Posting fully addresses the discussion prompt and displays an excellent understanding of the reading/topics for this week. The Candidate incorporates the readings, lectures, and/or video (power points) into the answers and stimulates a least two substantial follow-up postings by the 6th day @ 11:59 p.m.. Total = 20 points possible

Professional Standard for the Discussion:
Curriculum Planning/Development:
(g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:
EDLD 5345 Managing Resources: Human, Fiscal, Facilities, and Community

(1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;

(2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

Assignment 1:
Part A: Principal Competencies and Skills Survey

You will begin this week’s assignment by completing a survey related to the State Board for Educator Certification’s (SBEC) principal competencies. The competencies listed below are defined by the SBEC as the standards for principal preparation and certification. The following competencies and leadership skill areas have a supporting relationship with Human Resource Management.

Professional Standard for the Assignment:

Instructional Leadership/Mgt:
(h) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

(1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;

Organizational Leadership Mgt:
(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.
Assignment 1:

Part B: Locating RSC (ESC) Support

You are in a small rural school district. Your staff needs training in curriculum development. In the space provided, identify your RSC (ESC). Also identify the name, title and contact information of the Regional Service Center person (at your ESC) responsible for curriculum development and rewrite support. The challenge is to get through the maze of the differing RSC (ESC) websites and locate the individual you need. Persistence is the key for a successful principal.

Professional Standard for this Assignment:
Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
   (1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;

Organizational Leadership Mgt:
(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:
   (2) gather and organize information from a variety of sources for use in creative and effective campus decision making;
   (3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;
   (4) develop, implement, and evaluate change processes for organizational effectiveness;

Curriculum Planning/Development:
(g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:
   (2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

Assignment 1:

Part C: Principal Interview

Brief questions for your building principal to get a “feel” of how they would begin the curriculum rewrite process.

Professional Standard for the Assignment:
Leadership and Campus Culture:
(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
   (3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
   (8) align financial, human, and material resources to support the implementation of the campus vision;
   (9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
Assignment 1:
Part D: Readings and Power Points

Answer the series of questions about the readings and power points.

Professional Standards for this Assignment:
Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;
(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.
Week Two: Instructional Leadership and Staff Evaluations

Professional Knowledge and Standards
Competency 3 & 6

Professional Knowledge and Skills:

Competency 006—Staff Evaluation Processes by:

Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Competency 003—Ethic Application in Regards to Students, Staff, and Community by:
Values/Ethics:
(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Readings:

Professional Knowledge -- PDAS Teacher Manual, review all of it.
Professional Knowledge -- Texas Documentation Handbook, Pages 1-3, 11-19
Professional Knowledge: Texas Professional Code of Ethics
The Principal Role in Teacher Retention, Vogel.
Professional Knowledge Review: Brief Review over the readings and Power Points

Discussion Board: Give an example, in which your personal code of ethics may be tested, in a school leadership position. How would your code of ethics guide your decision, as that school leader?

Posting fully addresses the discussion prompt and displays an excellent understanding of the reading/topics for this week. The Candidate incorporates the readings, lectures, and/or video (power points) into the answers and stimulates at least two substantial follow-up postings by the 6th day @ 11:59 p.m.. Total = 20 points possible

Professional Standard for this Activity:
Values/Ethics:
(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
2. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
3. articulate the importance of education in a free democratic society.

Assignment 2:

The first part of your Week 2 assignment requires you to review Chapter 247 of the Texas Administrative Code. Chapter 247, titled “Educators’ Code of Ethics,” is included in your Resources section. Next, go to the State Board for Educator Certification website to find out how ethical complaints are filed. *see assignments for complete details!

Professional Standard for this Activity:
Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

6. diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and
7. engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

Assignment 2:
Part B: Texas Documentation Handbook

Must you document to remove a probationary teacher? Why? When is the testimony of a school administrator considered hearsay? Chronology of events, assembled by school administrators, will be excluded from a non-renewal hearing. Why? *see assignments for complete details!

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Professional Standard for this Activity:
Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;
(3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;
(4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;
(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and
(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

Assignment 2:
Part C: Web Research-- Reviewing your SBDM Handbook and other sources

Your SBDM wants to make the campus evaluation tool-campus specific, can you do this? If so, how? *see assignments for complete details!

Professional Standard for this Activity:
Leadership and Campus Culture:
(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

(1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
(2) ensure that parents and other members of the community are an integral part of the campus culture;

Communication/Community Relations:
(e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

(5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;
(6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;

Assignment 2:
Part D: P.D.A.S – Using the present PDAS

Which Domain is used to evaluate classroom management of student discipline? Which Domain is used to evaluate professional communication skills of the teacher to parents? Are these two areas important? If so, why? *see assignments for complete details!
EDLD 5345 Managing Resources: Human, Fiscal, Facilities, and Community

Human Resources/Management:
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(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;
(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and
(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

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EDLD 5345 Managing Resources: Human, Fiscal, Facilities, and Community

COURSE AND CONTENT

Week Three: Organization and Learning Environment
Professional Knowledge and Standards
Competency 7

Professional Knowledge and Skills:

Competency 007—Organizational and Effective Learning skills to provide an Effective Learning Environment by:
Organizational Leadership Mgt:
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ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Readings:

Cultural Proficiency
Leadership in the 21st. Century
Consensus Building
PDAS Manual, pages 37-46
Power Point Professional Knowledge - Competency 7.
Professional Knowledge – The Modern Classroom

Discussion Board: You have called your first staff meeting. Two teachers do not attend. What is your first response? You have called your second staff meeting and they still do not show, everyone noticed. How does this impact the learning environment?

Posting fully addresses the discussion prompt and displays an excellent understanding of the reading/topics for this week. The Candidate incorporates the readings, lectures, and/or video (power points) into the answers and stimulates at least two substantial follow-up postings by the 6th day @ 11:59 p.m.. Total = 20 points possible

Professional Standards for this Activity:
Human Resources/Management:

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(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;

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EDLD 5345 Managing Resources: Human, Fiscal, Facilities, and Community

(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;

(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and

(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

Values/Ethics:

(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

(2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

(3) model and promote the continuous and appropriate development of all learners in the campus community;

(4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and

(5) articulate the importance of education in a free democratic society.

Assignment 3:

Part A: Organizational Support -- Technology Integration

How is technology used in human resources and personnel, in your district? For example, are personnel postings online? Are applications online? Can principals or other appropriate personnel access applications and resumes of prospective candidates online? What professional or staff development has been provided for professional staff (e.g., teachers and administrators) in the area of using and implementing technology? What technology improvements are still needed to improve human resource development? *see assignments for complete details!

Professional Standard in this Activity:

Leadership and Campus Culture:

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(8) align financial, human, and material resources to support the implementation of the campus vision;

(9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

Human Resources/Management:

(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;

Organizational Leadership Mgt:

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(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(4) develop, implement, and evaluate change processes for organizational effectiveness;

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Communication: Always know your SECTION number. You will be attending EDLD 5345 Section ? Always know your Instructional Associate, for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”
(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
(6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

Assignment 3:

Part B: Web Search    Use Firefox as your browser    *see assignments for complete details!

Go to: http://www.tea.state.tx.us/page.aspx?id=3058 and review the following:

- How many hours may I require a teacher to be at school each day?
- Can the day’s total of 45 minutes for planning and preparation be divided in differing time frames?
- What about hiring a person without a certificate, can that be done?
- Can I hire a permanent substitute instead of a certified teacher who has applied for the same position?

Professional Standard for Activity:
Values/Ethics:
(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:
   (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
   (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

Leadership and Campus Culture:
(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
   (3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
   (8) align financial, human, and material resources to support the implementation of the campus vision;

Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
   (3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;
   (4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
   (6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members;

Organizational Leadership Mgt:
(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:
   (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
   (2) gather and organize information from a variety of sources for use in creative and effective campus decision making;
   (3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;

Assignment 3:

Part C: Article Critique    “Building Consensus”
Professional Standard for Assignment:
Values/Ethics:
(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:
(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
(2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
(3) model and promote the continuous and appropriate development of all learners in the campus community;
(4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
(5) articulate the importance of education in a free democratic society.

Leadership and Campus Culture:
(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
(3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
(5) use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;
(6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;
(7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
(8) align financial, human, and material resources to support the implementation of the campus vision; (9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;
(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

Communication/Community Relations:
(e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:
(1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;
(2) use effective conflict management and group consensus building skills;
(8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.

* Always read your weekly overview carefully for the latest information! * Always check with your Instructional Associate with concerns, first!
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Read the instructions in the assignment and answer the questions.

**Assignment 3:**

**Part D: The Modern Classroom**

After reading the Professor Notes answer the questions about the modern classroom and the states expectation. Remember this is from the administrator’s point of view. What are you looking for when you enter the classroom, in regards to organizational the learning environment. *see assignments for complete details!*

Professional Standards for Activity:

Instructional Leadership/Mgt:

(h) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

1. use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;
2. facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;
3. facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;
4. facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs;

Organizational Leadership Mgt:

(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

1. implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
2. apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

Values/Ethics:

(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
2. implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
3. model and promote the continuous and appropriate development of all learners in the campus community;
4. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community;

Leadership and Campus Culture:

(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

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

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* Always read the announcement boards daily!*

**Communication:** Always know your SECTION number. You will be attending EDLD 5345 Section 2 for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”
COURSE AND CONTENT

Week Four:  Budgets, Fiscal and Facilities
Professional Knowledge and Standards
Competencies 8 & 9.

Professional Knowledge and Skills:

Competency 008—Budgets and Facilities Management by:
Leadership and Campus Culture:
(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations

Competency 009—Facilities Management and Safety by:
Organizational Leadership Mgt:
(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Readings:

TEA Budget Manual #14, pages 9-12
TEA Management Manual #8, pages 1-6
The Principal’s Guide to School Budgeting—Chapter 1, pages 1-29 and 85-102.
Power Point Professional Knowledge Skills: Budgeting
Power Point Professional Knowledge Skills: Competency 8

Professional Knowledge Review:  Brief Review over the readings and Power Points

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* Always read the announcement boards daily!
Communication:  Always know your SECTION number. You will be attending EDLD 5345 Section  ?? Always know your Instructional Associate, for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”
**Discussion Board:** You have been called by your local police chief. He has asked that you “lock down and stay in place.” What is your response? After the “event” is over. You discover that the athletic building never responded to the needed action the day before. What is your response?

Posting fully addresses the discussion prompt and displays an excellent understanding of the reading/topics for this week. The Candidate incorporates the readings, lectures, and/or video (power points) into the answers and stimulates at least two substantial follow-up postings by the 6th day @ 11:59 p.m.. Total = 20 points possible

Professional Standards in Activity:
Values/Ethics:
(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:
   (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
   (3) model and promote the continuous and appropriate development of all learners in the campus community;

Human Resources/Management:
(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
   (6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and
   (7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

Communication/Community Relations:
(e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:
   (1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;
   (2) use effective conflict management and group consensus building skills;
   (3) implement effective strategies to systematically gather input from all campus stakeholders;
   (4) develop and implement strategies for effective internal and external communications;
   (5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;
   (6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;
   (7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and
   (8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.

**Assignment 4:**
Part A: **Answers will be located in the Readings and power points**
- Define budgeting.
- What are the four major types or process of budgeting?
- Of the four budgeting processes, which is described as a decentralized system and why?
- Why are community members on a budget team?
- What budget process is widely used by public schools?

Professional Standards for Assignment:

Organizational Leadership Mgt:

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* Always read the announcement boards daily!

**Communication:** Always know your SECTION number. You will be attending EDLD 5345 Section ... Always know your Instructional Associate, for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”
EDLD 5345 Managing Resources: Human, Fiscal, Facilities, and Community

(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
(2) gather and organize information from a variety of sources for use in creative and effective campus decision making;
(6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

Curriculum Planning/Development:

g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

(1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;
(2) facilitate the use of sound research-based practice in the development and implementation of campus curriculum, co-curricular, and extracurricular programs;
(3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

Assignment 4:

Part B: Answers will be located in the Readings and Power Points

- What is zero-based budgeting?
- What three budget items MUST be included in the official district budget?
- At the campus level, name three groups that are involved in budget development.
- Who is required by law to prepare, or cause to be prepared, the budget?
- Do you share the budget with your SBDM? If so, when?
- Who should represent your campus at a district level budget meeting? Why?

Professional Standard for Activity:
Organizational Leadership Mgt:
(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
(2) gather and organize information from a variety of sources for use in creative and effective campus decision making;
(3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;
(4) develop, implement, and evaluate change processes for organizational effectiveness;
(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
(6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
(7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;
(8) collaboratively plan and effectively manage the campus budget; (9) use technology to enhance school management; and
(10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

Assignment 4:

Part C: Answers will be located in the Reading and Power Points. (Principal’s School Budgeting)

- What skills are identified as important to individual success as a leader?

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• School leaders, typically early in their careers, realize that setting what, ensures effective and strong school leadership?
• What three entities regulate school finance?
• What is the largest single budgetary component of state and local governments?
• What does expenditure mean?
• What does encumbered mean?
• What are three sources of income for schools?

Professional Standards for Assignment:
Organizational Leadership Mgt:
(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:
(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
EDLD 5345 Managing Resources: Human, Fiscal, Facilities, and Community

COURSE AND CONTENT

Week Five: School and Community Leadership
Professional Knowledge and Standards
Competencies 1 & 2.

Professional Knowledge and Skills:

Competency 001—Shape Culture and Vision by:
Leadership and Campus Culture:
(c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
* "School Community" includes students, staff, parents/caregivers, and community members.
   ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
   ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
   ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
   ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
   ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
   ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
   ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
   ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers

Competency 002—Communication with School, Parents and Community by:
Communication/Community Relations:
(e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:
   ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
   ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
   ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
   ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
   ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
   ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
   ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
   ELCC 6.3: Candidates understand and can anticipate and assess emerging trends

Readings:

SBDM Manual, pages 2-6
TEA Management Manual #14, pages 157-167
PDAS Teacher Manual, page 4

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Communication: Always know your SECTION number. You will be attending EDLD 5345 Section ___ Always know your Instructional Associate, for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”
**EDLD 5345 Managing Resources: Human, Fiscal, Facilities, and Community**

**Professional Knowledge Review:** Brief Review over the readings and Power Points.

**Discussion Board:** Reflect on the importance of effective communication in relation to your staff, students, parents, and community. Of the four areas of communication, which one is the most volatile and why?

Posting fully addresses the discussion prompt and displays an excellent understanding of the reading/topics for this week. The Candidate incorporates the readings, lectures, and/or video (power points) into the answers and stimulates a least two substantial follow-up postings by the 6th day @ 11:59 p.m.. Total = 20 points possible

**Assignment 5:**

**Part A:** Completion of the Principal Competencies and Skills Survey.

**Part B:** Questions on the Readings and Power Points.

**Professional Standards of Activity:**

**C**ommunication/Community Relations:

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(1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;

(2) use effective conflict management and group consensus building skills;

(3) implement effective strategies to systematically gather input from all campus stakeholders; (4) develop and implement strategies for effective internal and external communications;

(5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;

(6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;

(7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and

(8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.

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**Communication:** Always know your SECTION number. You will be attending EDLD 5345 Section . Always know your Instructional Associate for that section. Always contact that AI with your sections number in the subject title of all e-mails “first.”