



**STEPHEN F. AUSTIN STATE UNIVERSITY**  
Department of Secondary Education and Educational Leadership

**AED 599.501 Synthesis of Educational Leadership**  
**Fall 2010**

Dr. Julia Ballenger

Course Time and Location: Online

**Face-to-face meetings** are required to take the Comprehensive Exam, the TExES Release Exam, and to attend the TExES review session - **TExES Release Exam – Oct. 2, 2010 – McKibben Ed. Bldg. Room 469, 9 a.m. – 3p.m.; TExES Review Session - 9-25-2010; McKibben Ed. Bldg. Room 469, 9 a.m.-3 p.m.; Comprehensive Exam – 11-13-2010. McKibben Ed. Bldg. Room 457, - 9 a.m. – 3 p.m.**

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**I. Course Description:**

This Synthesis in Educational Leadership course is designed to provide candidates opportunities to expand the depth of their understanding of what principals need to know and be able to do as set forth in the State Board for Educator Certification (SBEC) and the NCATE-approved Educational Leadership Constituent Council (ELCC) standards. Internship activities are required, and preparation for the Texas Examinations of Educator Standards (TExES) certification exam will be provided. The required internship experiences consist of 50 hours. This synthesis course is necessary to prepare candidates to pass the mandated Principal TExES Certification exam, and to prepare candidates to master each of the NCATE-approved ELCC standards. This course also functions as a capstone, synthesizing all previous course work through discussion, participation in field-based intern activities, and presentation of leadership theories and styles. The class content includes: leadership theories and styles, test-taking strategies, resume and cover letter development, the three Texas SBEC Domains, the nine Texas SBEC competencies, and the seven ELCC standards.

## ELCC Standards and SBEC Competencies Correlation Chart

ELCC 1	Campus Vision	Comp. 1
ELCC 2	Positive School Culture	Comp. 4, 5
ELCC 3	Managing the organization, operations, and resources	Comp. 8, 9
ELCC 4	Collaborating with community	Comp. 2
ELCC 5	Integrity, Fair, & Ethical	Comp. 3
ELCC 6	Influencing larger political, social, economic, legal, and cultural context	SBEC 6, 7
ELCC 7	Portfolio and Internship Activities	SBEC 1- 9

### II. Intended Learning Outcomes/Goals/Objectives:

The vision of the Principal Preparation program is aligned with the vision of the James I. Perkins College of Education (COE) and the University's Strategic Plan. We want the principal preparation program to be the national model of a high quality, student-focused, comprehensive program whose graduates are productive citizens and successful leaders. Therefore, we added this capstone course to our curriculum. In addition, the candidates will demonstrate an awareness of the COE core values through oral discussion and written work. The core values are: academic excellence through critical, reflective, and creative thinking; life-long learning; collaborative and shared decision making; openness to new ideas to culturally diverse people and to innovation and change; integrity, and responsibility. All instructional activities are aligned with the SBEC standards and NCATE-approved ELCC standards. This course also functions as the capstone, synthesizing all previous course work through discussion, participation in field-based intern activities, and portfolio development and presentation.

Through this final course of the principal program, our mission is to provide our candidates a foundation for success, a passion for learning, and a commitment to responsible global citizenship in a community dedicated to teaching, research, creativity, and service.

### Program Learning Outcomes:

1. At the completion of this capstone course, AED 599, the candidate will be able to apply leadership theory to practice by completing 50 hours of internship activities at a

performance level of 2 (acceptable) or higher on a scale of 1 = Unacceptable, 2 = Acceptable, and 3 = Exemplary.

### **Student Learning Outcomes:**

1. The student will demonstrate the ability to master the knowledge, skills, and dispositions in Domain I School Community Leadership/ELCC Standards 1-2 in order to establish a vision of learning that is shared and supported by the school community and provide an effective instructional program for all students.
2. The student will demonstrate the ability to apply the knowledge, skills, and dispositions learned in Domain II Instructional Leadership/ELCC Standards 4, 5, and 6 in order to improve the curricular and instructional program and to improve school culture, and master the knowledge and skills learned in Domain III Administrative Leadership/ELCC Standard 3 in order to lead and manage schools effectively.
3. The student will be able to apply knowledge, skills, and dispositions learned by participating in 50 hours of field experiences. (ELCC Standard 7)

### **Course Goals/Objectives**

Upon completion of this course, the candidate will be able to:

- Describe the key concepts for each of the Texas State Board for Educator Certification (SBEC) Domains and Competencies.
- Describe the key concepts for each of the ELCC Standards.
- Explain and give examples of the behaviors expected of administrators in each of the indicators of the SBEC Domains and Competencies and ELCC Standards.
- Describe the benefits of an administrator demonstrating the SBEC/ELCC standards
- Given a variety of situations, determine the appropriate administrative response/action.
- Describe the leadership expectations for effective, successful leaders in the schools of today.
- Engage in field-based intern activities based on the competencies and standards.
- Synthesize (internship) and apply the knowledge and practice.
- Develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planning and guided cooperatively by the institution and school district personnel for graduate credit.
- Analyze data on an Academic Excellence Indicator System (AEIS) report

### **Course Topics**

The major topics that will be addressed are:

- Exemplary Leadership
- Leadership and Management
- Leadership Theory, Styles, and Practices
- The Texas State Board for Educator Certification (SBEC) domains and competencies

- The NCATE- approved Educational Leadership Constituent Council (ELCC) standards
- Test-taking strategies for the TExES exam
- Academic Excellence Indicator Systems (AEIS) analysis and interpretation
- An expanded understanding of the leadership role of the principal
- Field-based internship activities

**Course Material:** Course materials include the Practice Exam in the TExES Preparation Manual, the TExES Release Exam (Confidential), the TExES Preparation Manual, The TExES Review Packet, and other handouts developed by the professor. The Texas State Board for Educator Certification (SBEC) Domains and Competencies and NCATE- approved ELCC standard Activities

*Passing the Principal TExES Exam: Keys to Certification and School Leadership* (Elaine Wilmore) (**Textbook for the course**)

The Essentials of School Leadership edited by Brent Davies (**Textbook for course**).

Principal TExES Preparation Manual by SBEC - This manual is on-line at the <http://www.sbec.state.tx.us> website and in this on-line course.

**For all assignments:**

**Include a cover page when submitting all assignments.**

Candidate's Name  
 Instructor's Name  
 Number and Name of Course  
 Name of Assignment  
 Date

**Assignment 1: Internship Portfolio - For each SBEC competency/ELCC standard, complete an internship activity; include copy of artifact(s), and the completed written internship activity reflection paper in the Internship Portfolio. See other required documents for this portfolio in the internship portfolio rubric below. Fulfill these standards at the elementary, middle, high school, and/or community level. A total of **Nine Internship Activities are required for this course, which should equal to a minimum of 50 hours.** You may not use internship activities completed in other courses for AED 599.**

Rubric for Internship Portfolio  
 Internship Portfolio Requirements  
 AED 599 Synthesis in Educational Leadership

**AED 599 Internship Portfolio Requirements**

To earn full credit for the Internship Portfolio, the portfolio should be organized by section dividers into four sections with the following information.

- 1) Cover Page
- 2) Table of Contents
- 3) Letter of Interest
- 4) Résumé
- 5) Artifacts (Place artifacts that goes with each internship activity with the internship activity form reflection.)
- 6) Internship Activities Form Reflection (Organize nine internship activities form reflection by the SBEC Competency and ELCC Standards.)
- 7) Internship Log

**Internship Portfolio Rubric**

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Section I -</b> Cover Page, Table of Contents, Letter of Interest, Resume and Internship Log	All required documents were included.	Most of the required documents were included.	Several of the required documents were not included.	None of the required documents were included.
<b>Section II-</b> School Community Leadership  Artifacts for each Internship Activities, Completed Internship Activities Reflection aligned with SBEC Competencies 001-003 ELCC Standards 1, 4, 5	All required documents were included. The internship activities reflections, which revealed a detailed and descriptive response to each required statement to address.	All required documents were included. The internship activities reflections revealed a cursory response to each statement required to address.	Several artifacts were not included. The internship activities reflections were not detailed and did not address all of the required statements.	None of the required documents were included.

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<p><b>Section III- Domain II – Instructional Leadership</b></p> <p>Leadership Framework Post Philosophy Paper</p> <p>Artifacts for each internship activity</p> <p>Completed internship activities reflections aligned with ELCC standard 2 and SBEC competencies 4-7</p>	<p>All required documents were included. The internship activities reflections, which revealed a detailed and descriptive response to each required statement to address.</p>	<p>All required documents were included. The internship activities reflections revealed a cursory response to each statement required to address.</p>	<p>Several artifacts were not included. The internship activities reflections were not detailed and did not address all of the required statements.</p>	<p>None of the required documents were included.</p>
<p><b>Section IV – Domain III – Administrative Leadership</b></p> <p>Artifacts for each internship activity</p> <p>Completed Internship Activities reflections aligned with ELCC standard 3 and SBEC competencies 8-9</p>	<p>All required documents were included. The internship activities reflections, which revealed a detailed and descriptive response to each required statement to address</p>	<p>All required documents were included. The internship activities reflections revealed a cursory response to each statement required to address</p>	<p>Several artifacts were not included. The internship activities reflections were not detailed and did not address all of the required statements.</p>	<p>None of the required documents were included.</p>
<p>Organization and Quality of Content in internship Portfolio</p> <p>All SBEC Competencies and ELCC Standards were addressed.</p>	<p>Excellent organization and quality. No spelling or grammatical errors were present on written material.</p>	<p>Acceptable organization and quality. 2 – 3 spelling or grammatical errors were present on written material.</p>	<p>Unacceptable organization and quality. 4 – 5 spelling or grammatical errors were present on written material.</p>	<p>None of the required documents were included.</p>

**Assignment 2: Textbook: *The Essentials of School Leadership* - Discussion Board Assignment - The Essentials of School Leadership (Final Exam)**

**Directions:** After reading *The Essentials of School Leadership* edited by Brent Davies, please respond to the following questions.

1. Compare and contrast transformational and transactional leadership.
2. Identify four benefits of distributed leadership.
3. Describe how you would apply the five levels of ethical enactment.
4. Identify and describe two aspects of your school that are intentionally or unintentionally disinviting. Next, describe the strategies you would use to make these aspects of your school more inviting. Paraphrase information used from this textbook in your response. You should cite paraphrased information by adding in parenthesis the author's name and year. Cite the source of the paraphrased statements. If you use a direct quote, add quotation marks around the direct quote. The direct quote should be cited by adding the author, year and page number. Post your response to these questions on the Discussion Board - *The Essentials of School Leadership*. Including a list of references does not take the place of citing your sources in the context of your responses. Refer to the most recent APA manual.

Read at least two other responses related to the Discussion Board Activity: *The Essentials of School Leadership*. Write a couple of paragraphs describing the things you learned from reading the responses of others. Identify the persons and tell what you learned from their discussion postings.

**Assignment 3 Write a Post Philosophy Paper (NCATE-ELCC Required Assessment) (See directions on home page of this course.) This assignment is not the same as the Leadership Framework assigned in AED 516.**

**Assignment 4 Take the TExES Release Exam (SBEC Requirement) and score an 80 or higher**

**Assignment 5 Write a Leadership Framework. Review previous Leadership Framework and change as needed.**

**IV. Evaluation and Assessments (Grading):**

**Class Grading Matrix**

<b>Assignment: 1</b> Internship Portfolio with Nine Internship Activities and other required documents (50 hours) up to 30 points
<b>Class Participation</b> – Up to 5 points (Student must participate effectively in discussion and chat activities and submit assignments on or before due date.)
<b>Assignment: 2</b> <i>The Essentials of School Leadership Discussion (Final Exam)</i> - Up to 25 points

<b>Assignment: 3</b> Post Philosophy Paper Up to 10 points
<b>Assessment: 4 TExES</b> Release Exam - Must score 80 percent or higher to pass the course. Students may retake the exam until they pass. - Up to 15 point. <b>Students who score below 80 must attend the TExES Review Session and retake the TExES Release Exam.</b>
<b>Assignment 5.</b> Leadership Framework (This is not the same assignment as the Post Philosophy Paper.) up to 10 points

**Total Points** **95**

**Class Grading Procedures for Online Modules**

**Other on-line Assignments**

Module I – Domains and Competencies	up to 10 points
Module II – TExES Preparation Manual (TExES Sample Test)	up to 10 points
Module III – Data Analysis	
Module IV – AEIS Report	
Module V – Test-Taking Strategies	
Module VI – TExES Review Packet (Reflection Paper)	up to 10 points
Module VII – Portfolio Three of the Nine Internship Activities	up to 10 points
Module VIII –Résumé and Cover Letter	up to 10 points
Discussion activity	up to 5 points
Discussion activity	up to 5 points
Discussion activity	up to 5 points
Discussion activity	up to 5 points
Discussion activity	up to 5 points
Chat activity	up to 5 points
Chat activity	up to 5 points

**Possible Total Points – 85**

**Total Points for Class – 180**



**Grading Scale: Total:**

A = 162 - 180

B = 144 - 161

C= 126 - 143

D= 108 - 125

**Description of Internship Activity Form - Use this form to describe your internship experience.**

Stephen F. Austin State University  
James I. Perkins College of Education  
Department of Educational Leadership  
Principal Preparation Program

**Internship Activity Form**

Complete this form for each activity completed as required for this course.

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Date of Activity: \_\_\_\_\_

Location of Activity: \_\_\_\_\_

Amount of Time of the Activity: \_\_\_\_\_

ELCC Standard/s Addressed in this Activity: Paraphrase the targeted ELCC standards

SBEC Competencies Addressed in this Activity: Paraphrase the targeted SBEC competencies

Description of Internship Activity: (Include enough details for others who are interested in completing this activity, as appropriate.)

## **Reflective Piece**

**Evaluate the internship activity by responding to the following questions:**

- What did you learn?
- What still remains a concern?
- What do you believe to be the primary strengths you will bring to the principal's role by completing this activity?
- What do you believe are your limitations in performing the leadership roles observed during the internship activity?
- How has your leadership practice been impacted through the completion of this activity?
- How has your understanding of the ELCC standards and SBEC competencies been improved through the completion of this activity?
- Is there anything you would have done differently?

Length requirement: A minimum of 2 double-spaced pages

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Mentor Signature

Date

Internship Hour Summary

AED \_\_\_\_\_

Semester \_\_\_\_\_

Professor \_\_\_\_\_

**Directions: You must submit this completed form with your nine internship activities. Include this form within the Internship Portfolio.**

Date of Activity	Description of the Activity	Competency Addresses	Number of Hours

## ***Post Philosophy Paper Assessment***

### Candidate Instructions for Pre/Post Philosophy Paper Assessment

Pre/Post Philosophy Paper - A pre-philosophy paper (Why I want to be a principal) is written in AED 501 - Introduction to Educational Leadership.

A Post Philosophy Paper (Why I want to be a principal) is written in AED 599 - Synthesis in Educational Leadership. A rubric and a writing guide are provided for use as a reference for completing this assignment.

### Assessor's Response

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate was given, to grade the completed assignment.

### Guidelines for Writing the Post Philosophy Paper

#### I. Think about why you want to become a principal

In order “to get your thoughts together” regarding why you want to become a principal, the following information is provided. This information may be used as a reference for writing this paper. See section II.

#### Prior experiences that influenced your decision to become a principal

- Significant people/principals
- Previous experiences with principals/staff/students
- Family/Spousal expectations

#### Personal traits or characteristics of former principals or others

- Personal character
- Emotional qualities
- Physical health/conditions
- Mental health
- Ethical practice

Activities of a principal that might give you satisfaction

- Interpersonal relationships with principals/parents/students/colleagues
- Serving as an instructional leader for curriculum development
- Managing the organization (staffing and scheduling) and operations (fiscal, human, and financial) of the campus
- Collaborating with principals, parents, families, and community partners in ensuring the success of all students
- Facilitating, articulating, and stewarding the campus vision
- Ongoing professional development opportunities
- Principal advocacy groups/issues
- Educational leadership as public service
- The need for quality principals
- The public's perception of principals

## II. Writing the Paper

A career as a principal can be very rewarding. The reasons why you want to be a principal influence your own happiness as well as the happiness of others such as community, students, families, and coworkers. Understanding why you are selecting the principalship as a career will help you to become a more productive professional. Using the information compiled above, write a one to three page paper explaining why you want to be a principal. You may use the following statements to guide your writing.

You do not have to use any of the phrases below.

- I want to be a principal because. . .
- I believe the purposes of education are. . .
- All principals should have certain qualities. Qualities that I think are important are. . .
- I believe children learn best when. . .
- The curriculum of any classroom should include certain "basics." The basics are. . .
- I believe that the educational leadership profession requires. . .

- As a professional I plan to. . .
- I believe that service. . .

### III. Reflection Paragraph

Write a paragraph reflecting the values, which are most evident in your paper. When I score your rubric, I will look for the following values among any others you may include.

Core values of the COE and the Secondary Education and Educational Leadership Department

- Academic excellence through critical, reflective, and creative thinking;
- Life-long learning;
- Collaboration and shared decision making;
- Openness to new ideas, to culturally diverse people, and to innovation and change;
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

You may use the following statements to guide your writing of this paragraph.

- At the present time the values that I emphasized most in my paper. . .
- Even though I did not mention. . . . I think. . .

### IV. Rubric - I will complete the rubric for this assessment

Submit the following

- 1) Pre/Post Philosophy Paper including core values reflection paragraph

**V. Tentative Course Outline/Calendar:**

**STEPHEN F. AUSTIN STATE UNIVERSITY**  
Department of Secondary Education and Educational Leadership

**AED 599: Synthesis in Educational Leadership**  
**Fall 2010**

**Tentative Time line**

<b>Date and Topics for Discussion</b>	<b>Online and Face-to-Face Class Activities</b>
<p><b>August, September, October, 2010</b></p> <p><b>Topic:</b> Review of the Three Domains, Nine Competencies, Descriptors, and ELCC Standards</p> <p><b>TExES Test Date</b> <b>October 2, 1010</b></p> <p><b>SFA Submission Deadline</b> <b>8/18/10</b></p> <p><b>Regular registration deadline is</b> <b>9/3/10</b></p> <p><b>Late registration deadline is</b> <b>9/10/2010</b></p> <p><b>Emergency registration deadline is</b> <b>9/24/2010</b></p> <p><b>The TExES Release Test will be administered on, 9/25/2010, in the McKibben Education Building, Room 469</b></p>	<p>Review syllabus, time line, textbooks, assignments, field experiences, portfolio, SBEC Competencies/Descriptors and ELCC Standards, and Modules 1 and 2.</p> <p>Module 1: TExES Framework (068) Activity One</p> <p>Module 2: Introduction to the TExES Preparation Manual - Complete the Sample Test. (Activity Two)</p> <p><b>The Sample Test</b> is in Module II Introduction to the TExES Preparation Manual.</p> <p>Read: <i>Passing the Principal TExES Exam: Keys to Certification &amp; School Leadership</i> Part I: Content: The Knowledge Base Chapter I Part II – Philosophy: The Theoretical Framework Chapter 2 – The Big Picture and The Three Domains <b>Read pp. 1-42</b></p>
<p><b>September/October/November</b></p>	
<p><b>Topic: TExES Exam/ Test Framework for Principal</b></p>	<p>Class discussion: <i>Passing the Principal TExES Exam: Keys to Certification &amp; School Leadership</i> Part I: Content: The Knowledge Base</p>



<p><b>State Board of Educator Certification (SBEC) Standards</b></p> <p>The Three Domains  Domain I: School Community Leadership (approximately 33%)  Competencies 1-3</p> <p>Topics: Culture, Climate, and Vision</p> <p>Topic: TExES Review Packet</p> <p>Continue to read and study these modules in the following weeks to come.</p> <p><b>Read pp. 43-127 before you take the TExES Release exam.</b></p> <p><b>Topic: How do I Read All That Data?</b></p> <p><b>Topic: Test-Taking Strategies</b></p>	<p>Chapter I</p> <p>Part II – Philosophy: The Theoretical Framework  Chapter 2 – The Big Picture and the Three Domains</p> <p>Chapter III – Read Domain I- School Community Leadership; Competencies 001-003.  pp. 1-42</p> <p><b>Overview</b>  Modules I and II.</p> <p><b>Overview</b> of the TExES Review Packet</p> <p><b>Due Dates:</b></p> <p><b>Module I – 9/2</b></p> <p><b>Module II – 9/7</b></p> <p>=====  During this time period, complete Modules III, IV, and V.  Module III – How to Read and Interpret Standard Tests  Module IV – How to Read and Interpret the AEIS report  Module V – Test-Taking Strategies</p> <p><b>Discussion Activities: Module III and Module IV- Standard Test</b></p> <p><b>Data Analysis: Part I AEIS Report</b></p> <p><b>9/8</b></p> <p><b>Discussion Activities: Module III and Module IV- Standard Test</b></p> <p><b>Data Analysis: Part II AEIS Report</b></p> <p><b>9/10</b></p> <p><b>Module V Test-Taking Strategies</b></p>
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	<b>Discussion Activities:</b> <b>The Dot Game – 9/14</b> <b>The Dog and Star Game - 9/16</b>

<p><b>Topic: TExES Review Packet</b>  <b>Complete reading the Passing the Principal TExES Exam: Keys to Certification and School Leadership, pp. 43 – 127</b></p> <p><b>Domain II – Instructional Leadership (approximately 44%)</b></p> <p><b>Competencies 004-007</b></p> <p><b>Topic: Curriculum, Instruction, and Staff Development</b></p> <p><b>Domain III - Administrative Leadership (approximately 22%)</b></p> <p><b>Competencies 008-009</b></p> <p><b>Topic: Finance, Facilities, and Safety</b></p> <p><b>Complete reading the TExES Review Packet</b></p> <p><b>October/November/December</b></p> <p><b>Three internship activities and artifacts</b></p>	<p><b>Multiple Multiples - 9/22</b></p> <p><b>Module V – Test-Taking Strategies</b></p> <p><b>Chat Activity: Test Items Strategies – 9/23</b></p> <p><b>Chat Activity: The Big Picture – 9/20</b></p> <p><b>Module VI – TExES Review Packet (This is not the TExES Preparation Manual.)</b></p> <p>Read the TExES Review Packet. After reading this packet, submit a five double-spaced reflection paper on how you can apply the contents of this packet to help you prepare for the TExES exam as an attachment via the assignment tool.</p> <p><b>Submit the reflection paper on or before the due date.</b> No assignment can be submitted after this date via the assignment tool.</p> <p>Five points will be deducted from late papers.</p> <p>Late assignment must be submitted via e-mail in the on-line class.</p> <p><b>Due Date: 9/29</b></p> <p><b>Module VII– Three Portfolio Internship Form/Artifacts/Internship Log (Professor will review and provide feedback to ensure that you are on the right track.)</b></p> <p><b>Due Date: 11/16</b></p> <p>Submit these completed internship activity forms and copies of the artifacts via an attachment in the Assignment Tool by <b>due date</b>.</p>
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<p><b>Topic: Internship Portfolio, Cover Page, Table of Contents, Résumé, Cover Letter, Internship Activities, Internship Logs, and Artifacts</b></p> <p><b>Module VIII Career Advancement</b></p> <p><b>Topic: Résumé, Cover Letter</b></p> <p><b>Module IX</b>  <b>Topic: Career Advancement- Leadership Framework</b></p>	<p>No assignment can be submitted after this date via the assignment tool. Five points will be deducted from late assignments.</p> <p>Late assignments must be submitted via e-mail in the on-line class.</p> <p>Complete all other Internship Activities. Total of nine internship activities artifacts, etc are required for the Internship Portfolio. See instructions in Syllabus and in announcement in your online course.</p> <p><b>See Portfolio Directions in your syllabus and in announcements for the contents of your Portfolio.</b></p> <p><b>Include all nine internship activities, internship log, internship artifacts, the leadership framework, post philosophy paper, etc. in your portfolio.</b></p> <p><b>Module VIII – Résumé, Cover Letter</b>  After reading the module that includes the development of a résumé and cover letter, submit a copy of your résumé and cover letter via an attachment in the Assignment Tool on the due date as noted in the assignment section.</p> <p>No assignment can be submitted after this date via the assignment tool.</p> <p>Five points will be deducted from late papers.</p> <p>Late assignment must be submitted via e-mail in the on-line class.</p> <p>=====</p> <p><b>Résumé and Cover Letter</b></p> <p><b>Due Date: 11/30</b></p> <p><b>Module IX – Career Advancement-- Leadership</b></p>
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## VI. Bibliography:

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- My Documents AED599Fall2010

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- Whitaker, T. A., Whitaker, B., & Lumpa, D. (2000). *Motivating & inspiring teachers: The educational leader's guide for building staff morale*. Larchmont, NY: Eye on Education.

## **VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

## **VIII. Student Ethics and Other Policy Information:**

***Attendance: Attendance and Excused Absences***

**[http://www.sfasu.edu/upp/pap/academic\\_affairs/CLASS\\_ATTENDANCE AND\\_EXCUS.html](http://www.sfasu.edu/upp/pap/academic_affairs/CLASS_ATTENDANCE_AND_EXCUS.html)**

You are expected to attend all classes, arrive on time, and actively participate in class. Attendance is not optional. Due to the collaborative and reflective nature of the course and the sequence of activities, students are required to be present at each class. We all have much to learn from one another; your input is important. If a class must be missed, prior to the absence the student must contact the professor for the details concerning a make-up assignment, and make arrangements to deliver any assignments due during that class to the professor.



The make-up assignment will be a synthesis paper whose length and nature will be determined by the professor. The paper must be APA formatted with a reference section, and will be between five to ten pages depending on the nature and quantity of readings for that class. The paper should be submitted to the professor prior to, or on the date of the missed class. If this is not possible, then the paper is due the class following the absence. Failure to complete each make-up assignment will result in a 30% reduction in the student's course grade. Once again, all other assignments are due before the date of the absence and must be given to the professor on or before the missed class. Any assignments not given by the date of the missed class will be considered **late and receive a 5 point grade reduction for each day the assignment is late**. All late assignments will **receive a 5 point grade reduction for each day the assignment is late**.

**Students with Disabilities**—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. The professor is willing to comply with Disabilities Services when students have documented disabilities.

**Academic Honesty**— It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see [Academic Integrity A-9.1](#))

**Add/Drop Policy** – [http://www.sfasu.edu/upp/pap/academic\\_affairs/add\\_drop.html](http://www.sfasu.edu/upp/pap/academic_affairs/add_drop.html)

**Class Decorum** – It is my expectation that students will not talk when the instructor and other students are talking. Students will show respect for each other as well as the instructor in the classroom. The instructor will show respect for all students in the classroom. All cell phones should be cut off. Students are not allowed to view other websites during class, unless requested by the professor.

**Final Exam Schedule** – <http://www.sfasu.edu/registrar/Registration/finalexamschedule.html>

## IX. Other Relevant Course Information:



# Conceptual Framework

## KEY IDEAS

### College of Education

*Stephen F. Austin State University*

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### Theme

*Preparing professional educators who positively impact learning for all students*

*Our candidates value and demonstrate academic excellence, collaboration, openness, and integrity. They are dedicated to service and committed to lifelong learning and professional development.*

### Vision, Mission, and Values

#### Vision of the Unit

The College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

#### Mission of the Unit

The mission of the College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

## Values of the Unit

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- *Academic excellence* through critical, reflective, and creative thinking
- *Life-long learning*
- *Collaboration* and shared decision-making
- *Openness* to new ideas, to culturally diverse people, and to innovation and change
- *Integrity*, responsibility, diligence, and ethical behavior, and
- *Service* that enriches the community.

## Unit Outcomes/Proficiencies

Candidate proficiencies have been aligned with expectations in professional and state standards for educators prepared in programs at the College of Education. To view the Conceptual Framework and the complete list of proficiencies go to

<http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/>

- *Knowledge of Learning Theory/Philosophy*
- *Knowledge of Diverse Learners*
- *Positive Learning Environment*
- *Content Knowledge*
- *Assessment and Instruction*
- *Professionalism*

## Performance Based Assessment and Evaluation System

The assessment system includes candidate performance measures in the areas of knowledge, skills, dispositions, and PK-12 student learning and reflects the vision, mission, and goals of the university and the college of education as well as the state standards for teacher certification.

### ***Benchmark I-Admission to Program***

Admission to Educator Certification  
Initial Dispositions Checklist by Candidate  
Pre-Philosophy Paper

### ***Benchmark II-Field Experience/Clinical Practice***

GPA requirements  
Candidate work samples  
Candidate effect on PK-12 learning  
Departmental diagnostic or proficiency exams

### ***Benchmark III-Program Exit***

GPA  
Texas State Certification Exams  
Final Evaluation of Field Experiences  
Candidate effect on PK-12 learning  
Program completion survey  
Final evaluation of candidate dispositions

### ***Benchmark IV-Post Grad Follow-up***

Employer surveys

**TEST FRAMEWORK FOR PRINCIPAL  
State Board of Educator Certification (SBEC) Standards**

**(FIELD 068)**

<b>Domain I</b>	<b>School Community Leadership (approximately 33%)</b>
<b>Domain II</b>	<b>Instructional Leadership (approximately 44%)</b>
<b>Domain III</b>	<b>Administrative Leadership (approximately 22%)</b>

**DOMAIN I - SCHOOL COMMUNITY LEADERSHIP\***

**Competency 001**

**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.**

The principal knows how to:

- Create a campus culture that sets high expectations, promotes learning and provided intellectual stimulation for self, students, and staff.
- Ensure that parents and other members of the community are an integral part of the campus culture.
- Implement strategies to ensure the development of collegial relationships and effective collaboration.
- Respond appropriately to diverse needs in shaping the campus culture.
- Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- Align financial, human, and material resources to support implementation of a campus vision.
- Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- Acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

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

**Competency 002**

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.

The principal knows how to:

- Communicate effectively with families and other community members in varied educational contexts.
- Apply skills for building consensus and managing conflict.
- Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- Develop and implement strategies for effective internal and external communications.
- Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- Respond to pertinent political, social, and economic issues in the internal and external environment.

**Competency 003**

**The principal knows how to act with integrity, fairness, and in an ethical and legal manner.**

The principal knows how to:

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- Implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- Apply knowledge of ethical issues affecting education.
- Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve opportunities.
- Apply laws, policies, and procedures in a fair and reasonable manner.
- Articulate the importance of education in a free democratic society.
- serve as an advocate for all children

- Promote the continuous and appropriate development of all students.
- Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

## **DOMAIN II – INSTRUCTIONAL LEADERSHIP**

### **Competency 004**

**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.**

The principal knows how to:

- Facilitate effective campus curriculum planning bases on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, and student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, and legal requirements).
- Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- Facilitate campus participation in collaborative district planning, implementation monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- Facilitate effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- Promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

### **Competency 005**

**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.**

The principal knows how to:

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 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.
- Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

- Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- Facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- Analyze instructional needs and allocate resources effectively and equitably.
- Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

#### **Competency 006**

**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.**

Descriptors: The principal knows how to:

- Work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- Allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to
- Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model life-long learning.

#### **Competency 007**

**The principal knows how to apply organizational decision-making and problem-solving skills to ensure an effective learning environment.**

The principal knows how to:

- Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- Implement procedures for gathering, analyzing, and using data from a variety of resources for informed campus decisions making.
- Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- Use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- Encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

### **DOMAIN III – ADMINISTRATIVE LEADERSHIP**

#### **Competency 008**

**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.**

Descriptors: The principal knows how to:

- Apply procedures for effective budget planning and management.
- Work collaboratively with stakeholders to develop campus budgets.
- Acquire, allocate, and manage human material, and financial resources according to district policies and campus priorities.
- Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- Develop and implement plans for using technology and information systems to enhance school management.

**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.**

The principal knows how to:

- Implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.



- Develop and implement procedures for crisis planning and for responding to crises.
- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, transportation).

**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.**

The principal knows how to:

- Implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- Develop and implement procedures for crisis planning and for responding to crises.
- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, transportation).

## Stephen F. Austin State University

### Correlation of SBEC Competencies and ELCC Standards –Principal 068

Competencies for Texas Examination of Educator Standards (TExES)	Educational Leadership Constituent Council (ELCC)
<p><i>Domain I - School Community Relations -Comp. 1-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.</i></p>	<p><i>1.0-Educational leaders have the knowledge and ability to facilitate the development, articulation, implementation and stewardship of a school vision of learning supported by the school community</i></p>
<ul style="list-style-type: none"> <li>▪ Ensure that parents and other members of the community are an integral part of the campus culture.</li> <li>▪ Implement strategies to ensure the development of collegial relationships and effective collaboration.</li> <li>▪ Respond appropriately to diverse needs in shaping the campus culture.</li> <li>▪ Use various types of information (e.g. demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.</li> <li>▪ Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.</li> <li>▪ Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.</li> <li>▪ Align financial, human, and material resources to support implementation of a campus vision.</li> <li>▪ Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.</li> </ul>	<p><b>Sub Element</b>            1.1 Develop a vision            1.2 Articulate a vision            1.3 Implement a vision            1.4 Steward a vision            1.5 Promote Community Involvement in the vision.</p>
<p><i>Comp. 2-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.</i></p>	<p><i>4.0-Educational leaders have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</i></p>
<ul style="list-style-type: none"> <li>▪ Communicate effectively with families and other community members in varied educational contexts.</li> <li>▪ Apply skills for building consensus and managing conflict.</li> <li>▪ Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.</li> <li>▪ Develop and implement strategies for effective internal and external communications.</li> <li>▪ Develop and implement a comprehensive program of community relations that effectively involves and inform multiple constituencies, including the media.</li> <li>▪ Provide varied and meaningful opportunities for parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.</li> <li>▪ Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.</li> <li>▪ Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.</li> <li>▪ Respond to pertinent political, social, and economic issues in the internal and external environment.</li> </ul>	<p><b>Sub Element</b>  <b>4.1 Collaborate with families and other community members</b>  <b>4.2 Respond to community interest and needs</b>  <b>4.3 Mobilize Community Resources</b></p> <p>6.0-Educational leaders have the knowledge and ability to promote the success and all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p><b>Sub Element</b>  <b>6.1 Understand the larger context</b>  <b>6.2 Respond the larger context</b>  <b>6.3 Influence the larger context</b></p>

## Stephen F. Austin State University

### Correlation of SBEC Competencies and ELCC Standards –Principal

<p><i>Comp. 3-The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</i></p>	<p><i>5.0-Educational leaders have the knowledge and ability to promote success of all students by acting with integrity, fairly, and in an ethical manner.</i></p>
<ul style="list-style-type: none"> <li>▪ Model and promote the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors.</li> <li>▪ Implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Code of Ethics and Standards Practices for Texas Educators)</li> <li>▪ Apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.</li> <li>▪ Apply laws, policies, and procedures in a fair and reasonable manner.</li> <li>▪ Articulate the importance of education in a free democratic society.</li> </ul>	<p><b>Sub Element</b>  <b>5.1 Acts with integrity</b>  <b>5.2 Acts Fairly</b>  <b>5.3 Acts ethically</b></p>
<p><i>Domain II Instructional Leadership Comp. 4-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.</i></p>	<p><i>2.0-Educational leaders have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</i></p>
<ul style="list-style-type: none"> <li>▪ Facilitate effective campus planning based on knowledge of various factors (e.g. emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, and legal requirements.</li> <li>▪ Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.</li> <li>▪ Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.</li> <li>▪ Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.</li> <li>▪ Facilitate effective coordination of curricular, co-curricular, and extracurricular programs in relation to other district programs.</li> <li>▪ Promote the use of creative thinking, and problem-solving by staff and other stakeholders involved in curriculum design and delivery.</li> </ul>	<p><b>Sub Element</b>  <b>2.1 Promote positive school culture</b>  <b>2.2 Provide effective instructional program</b></p>
	<p><i>1.0-Educational leaders have the knowledge and ability to facilitate the development, articulation, implementation and stewardship of a school vision of learning supported by the school community</i></p>
	<p><b>Sub Element</b>  <b>1.2 Articulate a vision</b>  <b>1.3 Implement a vision</b></p>
<p><i>Comp. 5-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</i></p>	<p><i>2.0-Educational leaders have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</i></p>
<ul style="list-style-type: none"> <li>▪ Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice</li> <li>▪ 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.</li> <li>▪ Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.</li> <li>▪ Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.</li> </ul>	<p><b>Sub Element</b>  <b>1.2 Articulate a vision</b>  <b>Sub Elements</b>  <b>2.1 Promote positive school culture</b>  <b>2.2 Provide effective Instructional program</b>  <b>2.3 Apply best practice to student learning</b></p>

## Stephen F. Austin State University

### Correlation of SBEC Competencies and ELCC Standards –Principal

<ul style="list-style-type: none"> <li>▪ Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.</li> <li>▪ Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.</li> <li>▪ Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.</li> <li>▪ Facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.</li> <li>▪ Analyze instructional needs and allocate resources effectively and equitably.</li> <li>▪ Analyze the implications of various factors (e.g. staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.</li> <li>▪ Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.</li> </ul>	
<p><i>Comp. 6-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.</i></p>	<p><i>2.0-Educational leaders have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</i></p>
<ul style="list-style-type: none"> <li>▪ Work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.</li> <li>▪ Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.</li> <li>▪ Allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.</li> <li>▪ Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.</li> <li>▪ Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.</li> <li>▪ Engage in on-going professional development activities to enhance one's own knowledge and skills and to model lifelong learning.</li> </ul>	<p><b>Sub Element</b> <b>2.4 Design Comprehensive Professional Growth Plans</b></p>
<p><i>Comp. 7.0-The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.</i></p>	<p><i>2.0-Educational leaders have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</i></p>
<ul style="list-style-type: none"> <li>▪ Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.</li> <li>▪ Implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision-making.</li> <li>▪ Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.</li> </ul>	<p><b>Sub Element</b></p>

## Stephen F. Austin State University

### Correlation of SBEC Competencies and ELCC Standards –Principal

<ul style="list-style-type: none"> <li>▪ Use strategies for promoting collaborative decision-making and problem-solving, facilitating team building, and developing consensus.</li> <li>▪ Encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.</li> <li>▪ Apply skills of monitoring and evaluating change and making needed adjustments to achieve goals.</li> </ul>	<p><b>2.1 Promote positive school culture</b>  <b>2.2 Provide</b>  <b>3.2 Manage operations</b>  <b>3.3 Apply best practice to student learning</b></p>
<p><i>Domain III – Administrative Leadership Comp. 8-The principal knows how to apply the principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</i></p>	<p><i>3.0-Educational leaders have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</i></p>
<p><b>Sub Element</b>  <b>3.1 Manage the organization</b></p>	<p><b>3.1 Manage the organization</b></p>
<ul style="list-style-type: none"> <li>▪ Apply procedures for effective budget planning and management.</li> <li>▪ Work collaboratively with stakeholders to develop campus budgets.</li> <li>▪ Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.</li> <li>▪ Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.</li> <li>▪ Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.</li> <li>▪ Develop and implement plans for using technology and information systems to enhance school management.</li> <li>▪ Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.</li> </ul>	<p><b>Sub Element</b>  <b>3.1 Manage the organization</b>  <b>3.2 Manage operations</b>  <b>3.3 Manage resources</b></p>
<p><i>Comp. 9-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.</i></p>	<p><i>3.0-Educational leaders have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment, cont'd...</i></p>
<ul style="list-style-type: none"> <li>▪ Implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.</li> <li>▪ Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.</li> <li>▪ Develop and implement procedures for crisis planning and for responding to crises. Apply local, state, and federal laws and policies to support sound decision-making related to school programs and operations (e.g. student services, food services, health services, transportation.)</li> </ul>	<p><b>Sub Element</b>  <b>3.1 Manage the organization</b>  <b>3.2 Manage operations</b>  <b>3.3 Manage resources</b></p>

Stephen F. Austin State University

Correlation of SBEC Competencies and ELCC Standards –Principal

<p><i>Note: The Internship for Principal encompasses all competencies for principal certification.</i></p>	<p><i>7.0-The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, and standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</i></p>
	<p><b>7.1 Substantial</b> <b>7.2 Sustained</b> <b>7.3 Standards-based</b> <b>7.4 Real settings</b> <b>7.5 Planned and Guided Cooperatively</b> <b>7.6 Credit</b></p>

Source: Lamar University, 2007