



Professional and State Standards

The Master's in Educational Administration program provides opportunities for students to develop in-depth understanding about leadership roles and responsibilities., working with the community at large, policy administration, and contemporary educational issues. Graduates of the program are prepared to advocate, nurture, and sustain a campus culture and instructional program conducive to student learning and professional growth.

The following represents national professional standards that are considered "model leadership standards that outline what educational leaders should know and be able to do to ensure that all students graduating from high school are prepared to enter college or the modern workforce" (Council of Chief State School Officers and the National Policy Board for Educational Administration, 2014, pg. 6), the Texas Standards as outlined in Chapter 241, and the Texas State Board for Educator Certification Principal Domains, Competencies and supporting standards that represent the knowledge, skills and dispositions Texas principal candidates should master as practitioners.

The Interstate School Leaders Licensure Consortium (ISLLC) (2008)

ISLLC Standard 1: An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

ISLLC Standard 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ISLLC Standard 3: A school administrator is an educational leader who promotes the success of all student by ensuring management of the organization, operations, and resources for a safe efficient, and effective learning environment.

ISLLC Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community members, responding to diverse community interests and needs, and mobilizing community resources.

ISLLC Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

ISLLC Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.



The standards identified in Chapter 241, §241.15, required for the Texas Principal Certificate, serve as a curricular basis for TAMUCC's educator preparation program preparing candidates to be principals.

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.

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 by the school community.

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.

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.

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.

Learned-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.

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.

SBEC/TEXES Framework for Principal Certification

Domain I: School Community Leadership

Competency 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 by the school community.

Competency 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.

Competency 3: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain II: Instructional Leadership

Competency 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.

Competency 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.

Competency 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.

Competency 7: The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

Domain III: Administrative Leadership

Competency 8: 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.

Competency 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.



EDAD 5304: Introduction to the Principalship

This course serves as an orientation to learner-centered leadership and the administration preparation program. Course activities include an assessment of student potential for learner-centered leadership and the development of an initial personal educational platform. Based on active class participation and discussion of simulated and real issues, student will construct an individual growth plan while exploring principles of professional ethics.

Standards Evident in Course	
<p>ISLLC</p> <p>Standard 1</p> <p>Standard 5</p> <p>Chapter 241</p> <p>Values and Ethics of Leadership</p> <p>Leadership and Campus Culture</p> <p>Human Resources Leadership and Management</p> <p>Communication and Community Relations</p> <p>Organizational Leadership and Management</p>	<p>TEXES</p> <p>Competency 1</p> <p>Competency 2</p> <p>Competency 3</p> <p>Competency 7</p>

ISLLC

Standard 1

Standard 5

Chapter 241

Values and Ethics of Leadership

Leadership and Campus Culture

Human Resources Leadership and Management

Communication and Community Relations

Organizational Leadership and Management

TEXES

Competency 1

Competency 2

Competency 3

Competency 7



EDAD 5304: Introduction to the Principalship

Elements of Standards Evident in Course	Learning Outcome	Process of Skill Development: Projects, Activities, etc.	Assessment
Leadership and Campus Culture	<p>Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</p> <p>Candidates explain how data-based research strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</p>	<p>Case study and scenario-based learning are used to develop principal candidates reasoning, problem-solving and decision making skills as it relates to developing, articulating, implementing and stewardship of a vision of learning.</p>	Rubrics
Communications and Community Relations	<p>Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</p> <p>Candidates will communicate and work effectively with diverse groups in the school community to ensure all students have an equal opportunity for educational success.</p>	<p>Team/group work and class presentation will be a medium through which candidates develop the skill of listening to others and skill of public speaking.</p> <p>By writing and doing research in groups, and participating in peer review, candidates will synthesize different view points/sources and develop collaboration skills needed to inform practice effectively.</p>	Self-assessment/peer assessment/feedback from professor



EDAD 5304: Introduction to the Principalship

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Values and Ethics of Leadership	Candidates will safeguard the values of democracy, equity, and diversity; Promote social justice and ensure that individual student needs inform all aspects of schooling.	By exploring, reading, and discussing literature from various sources (Scholarly & Practical) about equity and access, candidates will formulate an equity orientation and critical consciousness	Student-lead conversation and questioning/problemizing, interrogating, historizing, contextualizing of literature (Participation & Engagement)
Decision-making	Apply legal guidelines to (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.	Through writing and reflection candidates will document their personal growth and development and educational platform as it relates to ability to move a school forward.	Rubric



EDAD 5366: Personnel Management

Selection, assignment and evaluation of school personnel; salary and conditions of service for administrators, and instructional and non-instructional personnel. Doctoral students will do a research paper on some aspect of the human resource function of school administration.

Standards Evident in Course

ISLLC

Standard 2
Standard 4

Chapter 241

Values and Ethics of Leadership
Leadership and Campus Culture
Human Resources Leadership and Management
Organizational Leadership and Management
Instructional Leadership and Management

TEXES

Competency 5
Competency 6
Competency 8

EDAD 5366: School Personnel Management

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
<p>Human Resources Leadership and Management</p>	<p>Candidates will facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.</p> <p>Candidates will acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities; use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.</p>	<p>By reading and discussing literature about teacher/leader development and teacher leadership, candidates will follow the professional development cycle and articulate an individual and/or teacher professional development plan in order to understand others and understand the self. By exploring different theory (Life world & Systems World) and applying different principles of management and leadership, candidates will create social covenants, not only social contracts, to motivate personnel and create conditions necessary for motivating personnel.</p>	<p>Student-lead conversation and questioning/problematicize, interrogating, historizing, contextualizing of literature (Participation & Engagement)</p>

EDAD 5366: School Personnel Management

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Communications and Community Relationships	Candidates will build and sustain positive relationships with families and caregivers; build and sustain productive relationships with community members; promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.	Through reflection and documentation of epistemological ruptures (A-ha moments) candidates will articulate their transformational learning and maintain relationships conducive to raising student achievement and raising employee performance, regardless of individual differences.	Self assessment/Peer review/feedback from professor
Instructional Leadership and Management	Candidates will implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff; 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; engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.	Candidates will identify the difference between evaluation and supervision, important elements of each, and articulate a Plan for Personal and Organizational Supervision and Administration so one can: 1. improve acknowledged weakness and capitalize on strengths; 2. Move schools forward	Rubrics



EDAD 5376: Supervision of Instruction

This course is designed to study supervisory behavior and its related functions. Students are expected to acquire the knowledge and skills requisite to managing and supervising teaching and learning.

Standards Evident in Course

ISLLC

Standard 1
Standard 2
Standard 5

Chapter 241

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Leadership and Campus Culture
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Curriculum Planning and Development
Instructional Leadership and Management

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EDAD 5376: Supervision of Instruction

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Leadership and Campus Culture	Candidates will demonstrate an understanding of the relationship between a vision of quality of learning for every student and requirements of Texas law for planning curriculum, appraisal, staff development, and accountability.	Through case studies, candidates will make connections to school/district accountability systems as we add groups to that system that are of interest to us as a state, such as students identified as having limited English proficiency or receiving special education services.	Individual and small group inquiry activities assessed using rubrics. Case studies/Rubric
Values and Ethics of Leadership	Candidates will create, model, and encourage a school culture that is learner centered and based on high expectations, collaboration, continuous improvement, and ethics and integrity.	Through case studies, candidates will make connections to school cultures that encourage, develop and nurture an environment that is learner-centered.	Individual and small group inquiry activities assessed using rubrics. Case studies/Rubrics
Organizational Leadership and Management	Candidates will establish processes in daily school routines that systematically support ongoing improvement in quality learning for every student. Candidates will recognize the importance of utilizing systems thinking to make decisions.	Using reference materials, journal articles, and class materials relating to educational leadership, candidates design a plan for leading a faculty in adopting a "vision for learning" in a school. Study key concepts of systems thinking: multiple components, inter-related, interdependent, change.	Self-Assessment/Reflections; Rubrics;



EDAD 5376: Supervision of Instruction

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Organizational Leadership and Management	Candidates will establish processes in daily school routines that systematically support ongoing improvement in quality learning for every student. Candidates will recognize the importance of utilizing systems thinking to make decisions.	Using reference materials, journal articles, and class materials relating to educational leadership, candidates design a plan for leading a faculty in adopting a “vision for learning” in a school. Study key concepts of systems thinking: multiple components, inter-related, interdependent, change. Apply Best Practice Knowledge and Skills in developing a systemic approach for organizing a campus for learning. Small group discussion.	Self-Assessment/Reflections; Rubrics;
Instructional leader	Candidates will understand the role as an instructional leader in the system	Study key concepts related to supervisory behaviors.	Self-Assessment/Reflections; Rubrics
Continuous improvement	Candidates will understand and apply a continuous improvement model to an area of program development.	Review and analysis of data (for instance demographics, state assessment, TEKS, TAKS. Candidates will review data and discuss the implications for education, especially in light of changes in the assessment and accountability systems.	Self-Assessment/Reflections



EDAD 5377:Teacher Appraisal Systems

This course is designed to study supervisory behavior and its related functions. Students are expected to acquire the knowledge and skills requisite to managing and supervising teaching and learning.

Standards Evident in Course

ISLLC

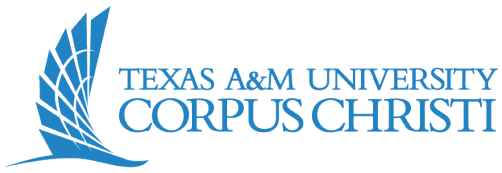
- Standard 1
- Standard 2
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- Values and Ethics of Leadership
- Leadership and Campus Culture
- Human Resources Leadership and Management
- Organizational Leadership and Management
- Curriculum Planning and Development
- Instructional Leadership and Management

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EDAD 5377: Teacher Appraisal Systems

Elements of Standards	Knowledge Development	Skill Development:	Assessment
<p>Leadership & Campus Culture Instructional Leadership & Management</p>	<p>Candidates will recognize that all decisions should lead to quality learning for all students to support student achievement and a vision that assures "learning for all". Candidates will develop an understanding of effective professional development models and theory.</p>	<p>Prepare and conduct a teacher development needs assessment, observation rubric and research professional development activities based on needs.</p>	<p>Individual and small group inquiry activities assessed using rubrics. Case studies; Rubric ; Feedback from participating master level teacher</p>
<p>Organizational Leadership & Management</p>	<p>Candidates will study key concepts related to the Correlates of Effective Schools. Candidate will articulate and apply an understanding of key concepts of organizational leadership.</p>	<p>Articles reflections and case study analysis addressing Correlates of Effective Schools.</p>	<p>Rubrics</p>
<p>Values & Ethics of Leadership Communications & Community Relations</p>	<p>Candidate will examine and utilize due process in feedback and decision-making regarding teacher performance; and professional development</p>	<p>Candidates will read and review research articles related to school leadership, Continuous Improvement and provide a reflection. Candidates will complete an Intervention Plan for Teachers in Need of Assistance. Candidate will observe master level teachers to see effective instructional programs and best practices; practice reflective supervision; conference with a master teachers; practice observation techniques; confer with an administrator; write an employee documentation; coach teachers in professional development planning.</p>	<p>Rubrics, role play, reflections.</p>

EDAD 5377: Teacher Appraisal Systems

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Leadership & Campus Culture	Candidates will develop and/or sustain a campus culture conducive to campus improvement planning.	Using case studies, candidates will develop a campus improvement planning linking data to student achievement and professional development	Reflections; Rubrics
Human Resources Leadership & Management	Candidates will determine roles and responsibilities in teacher supervision.	Standards for Staff Development//Insight Learning: Understanding People/Effective Communication will be presented.	An 80% accuracy rate in appraisal decisions on the three cases studies used for demonstration of proficiency. Each case study has a data packet for the teacher and videotaped teaching segments. Students will use the PDAS scoring tools to determine ratings on the PDAS Domains and Criteria. Students participate in a practice case study and receive feedback before completing the two case studies for proficiency.



EDAD 5377: Teacher Appraisal Systems

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Curriculum Planning & Development	Candidates will develop knowledge and understanding in observation and feedback/coaching of instructional practices;	Classroom walk-throughs with reflective practice; Utilize the elements of strength, impact, variety, and alignment to determine the quality and quantity of performance in teacher instructional practices .	Discuss and apply conferencing techniques and conference requirements. Collaborate and develop a professional development opportunity for one master-level teacher.



EDAD 5363: Public School Law

Legal and managerial aspects of classroom management and basic principles of school law and school board policy.

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ISLLC

Standard 1
Standard 5
Standard 6

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Human Resources Leadership and Management

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EDAD 5363: Public School Law

Elements of Standards	Knowledge Development	Skill Development:	Assessment
<p>Support a vision that assures "Learning for All"</p>	<p>Candidates will demonstrate the ability to collaboratively develop a shared mission and vision. The school administrator shall demonstrate a clear and measurable understanding of: 1) Effective consensus-building and negotiation skills; 2) Effective communications; and 3) Systems theory. The School administrator believes in and values a strong a measurable commitment to a willingness to continuously examine one’s own assumptions, beliefs and practices.</p>	<p>A variety of assignments ranging from case briefings, journals, discussions boards, quizzes and more are included throughout the semester.</p>	<p>Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities</p>
<p>Respond and influence the larger political, social, economic, legal and cultural context.</p>	<p>The candidates will be able to demonstrate the ability to explain how the legal and political systems of schools have shaped a school and community, as well as the opportunities available to students and families. The candidates will be able to demonstrate the knowledge as outlined in these competency areas by having a clear and clearly definable and measurable knowledge and understanding of: 1) The principles of representative governance that undergird the system of American schools; 2) The law as related to education and schooling; 3)The importance of diversity and equity in a democratic society.</p>	<p>Simulations, case analyses and class discussions of pertinent landmark court cases. The student will be responsible for attending a public school board of trustee meeting. This requires a 2-5 page, type written, double spaced paper summarizing items on agenda, who presented, date, and district.</p>	<p>Detailed rubrics shall be used to assess the quality of student responses to all case study and simulation activities, as well as “mock-trial” in-class exercises. Self-assessment. Continuous feedback from the professor.</p>

EDAD 5363: Public School Law

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
<p>Acts with integrity, fairness, and in an ethical and legal manner.</p>	<p>The candidates will be able to demonstrate the ability to explain how the legal and political systems of schools have shaped a school and community, as well as the opportunities available to students and families.</p>	<p>Simulations, case analyses and class discussions of pertinent landmark court decisions that relate to legal concepts.</p>	<p>Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities.</p> <p>Self-assessment.</p> <p>Continuous feedback from the professor.</p>



EDAD 5378: Application of Administrative Concepts

The use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge in the solution of practical problems; time management techniques for administrators; conflict management strategies.

Standards Evident in Course

ISLLC

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Standard 2
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EDAD 5378: Application of Administrative Concepts

Elements of Standards	Knowledge Development	Skill Development:	Assessment
<p>Develop, articulate and implement a vision that promotes student success.</p>	<p>Candidates demonstrate the ability to collaboratively develop a shared mission and vision.</p> <p>The candidates will be able to create and implement plans to achieve specific leadership goals through the use of simulations, case studies, and “in-basket” activities.</p>	<p>The use of case study problem solving, vignettes, and decision making activities, such as “in-basket” skill building techniques upon which student solutions to problems to be based.</p>	<p>Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities.</p> <p>Self-assessment.</p>
<p>Advocating, nurturing, and sustaining a school culture conducive to student learning and staff professional growth.</p>	<p>Candidates will demonstrate a personalized and motivating learning environment for students.</p> <p>Candidates will develop the instructional and leadership capacity of staff.</p>	<p>Case study problem solving, vignettes, and decision - making activities, such as “in-basket” skill building techniques upon which student solutions to problems to be based.</p> <p>Candidates will submit a four-prong “Portfolio,” that will include responses to case studies, as well as reviewing several major research studies dealing with the practical application of administrative practices related to decision making, leadership qualities, and staff relations, communications and collaboration.</p>	<p>Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities.</p> <p>Self-assessment.</p> <p>Continuous feedback from the professor.</p> <p>Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities</p>

EDAD 5378: Application of Administrative Concepts

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
<p>Promotes success of all students by ensuring the school site is a safe, efficient and effective learning environment.</p>	<p>Candidates will successfully demonstrate the effective and proficient ability to monitor and evaluate the management of a school site.</p> <p>Candidates will demonstrate the ability to effectively utilize human, fiscal and technological resources.</p> <p>Candidates will clearly demonstrate their ability to promote and protect the welfare and safety of students and staff.</p> <p>Candidates will demonstrate their understanding and ability to ensure teacher and organizational time is focused to support quality instruction and quality student learning, through the use of sound student assessment tools.</p>	<p>Case study problem solving, vignettes, and decision - making activities, such as “in-basket” skill building techniques upon which student solutions to problems to be based.</p> <p>Candidates will submit a four-prong “Portfolio,” that will include responses to case studies, as well as reviewing several major research studies dealing with the practical application of administrative practices related to decision making, leadership qualities, and staff relations, communications and collaboration.</p>	<p>Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities.</p> <p>Self-assessment.</p> <p>Continuous feedback from the professor.</p> <p>Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities</p> <p>A detailed rubric shall be used to assess the quality of the Portfolio.</p>

EDAD 5378: Application of Administrative Concepts

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Collaboration	Candidates will demonstrate their ability to communicate and work effectively with diverse groups in the school community to ensure all students have an equal opportunity for educational success.	Candidates will demonstrate their skills for building consensus and managing conflict through the use of both case studies and in-basket activities.	Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities
Ethics and Leadership	Candidates will be able to demonstrate acting with integrity, fairness, and in an ethical manner.	<p>Case study problem solving, vignettes, and decision - making activities, such as “in-basket” skill building techniques upon which student solutions to problems to be based.</p> <p>Candidates will submit a four-prong “Portfolio,” that will include responses to case studies, as well as reviewing several major research studies dealing with the practical application of administrative practices related to decision making, leadership qualities, and staff relations, communications and collaboration.</p>	<p>Self-assessment.</p> <p>Continuous feedback from the professor.</p> <p>A detailed rubric shall be used to assess the quality of the Portfolio.</p>



EDAD 5399: School Administration Practicum

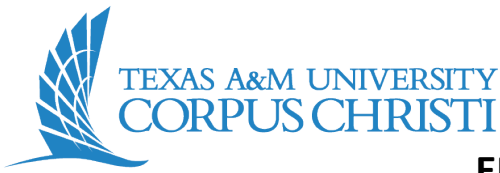
Required of all certification candidates. Serves as the culminating experience and the capstone

Standards Evident in Course

<i>ISLLC</i>	<i>TEXES</i>
Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7
Chapter 241 Values and Ethics of Leadership Leadership and Campus Culture Human Resources Leadership and Management Organizational Leadership and Management Curriculum Planning and Development Instructional Leadership and Management	Competency 8 Competency 9

EDAD 5399: School Administration Practicum

Elements of Standards	Knowledge Development	Skill Development:	Assessment
Support a vision that assures "Learning for All"	Candidates will recognize that all decisions should lead to quality learning for all students	Candidates will engage in discussion of problems encountered in their field	<p>Pre/Post Assessment of Professional Growth. Reflection/Artifacts that serve as evidence of experiences across School-Community Culture, Instructional and Administrative Leadership; Candidates must acquire a minimum of 160 hours of administrative experiences through observations, facilitation, research and/or assist. Candidates will be assessed through journals, weekly logs, artifacts, and observations. Candidates will develop and present an IGNITE presentation of a major project undertaken during the course of their administrative practicum. Student will exhibit additional experience and confidence in their professional abilities.</p>
Values and Ethics of Leadership	Candidates will model ethical conduct and integrity by participating in decision-making activities with stakeholders.	Candidates will meet with campus administrators/university field supervisory to discuss/reflect decision-making practices.	
Campus Culture	Candidates will promote 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 by the school community.	Candidates will chair, plan, implement a school activity, project. Candidates will participate in meetings and activities per site or district based committee. Candidates will review campus vision and goals.	
HR Leadership and Management	Candidates will provide leadership regarding staff development	Candidates will participating in designing or facilitating professional development activities at their campus.	
Communications and Community Relations	Candidates will promote the success of all students by collaborating with families members, responding to community interests and needs, and mobilizing community resources.	Review, develop and/or revise processes and procedures for collecting stakeholder feedback relating to school improvement. Prepare written communication for internal and external constituents.	



EDAD 5399: School Administration Practicum

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Organizational Leadership and Management	Through leadership and management of the organization, operations, and resources, the candidates will provide a safe, efficient, and effective learning environment.	Supervise school event. Organize and participate in campus administrative team activities. Participate in planning and managing a campus budget. Review custodial procedures. Services, maintenance, food services. Create and/or evaluate your campus safety plan suggesting changes, additions, and/or practice opportunities. services, maintenance, food services.	See Above
Curriculum Planning and Development	Candidates will facilitate 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 assessments to measure student performance.	Assist in planning the campus master schedule. Review the use of technology as an instructional tool. Participate and provide leadership with planning, implementation, or supervision of curriculum. Support campus co-curricular and extracurricular programs.	



EDAD 5360: Organizational Theory

The school as a formal organization. Focuses on theoretical aspects of organizational structures and processes with special reference to educational institutions.

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ISLLC

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Standard 3
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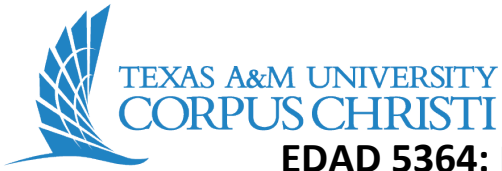
TEXES

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EDAD 5360: Organizational Theory

Elements of Standards Evident in Course	Knowledge Development	Skill Development: Projects, Activities, etc.	Assessment
Values and Ethics of Leadership	Candidate will demonstrate the ability to promote the success of all students by acting with integrity and fairness and in an ethical manner	The use of case study problem solving, vignettes, and decision making activities, such as "in-basket" skill building techniques upon which student solutions to problems to be based.	Detailed Rubrics
Leadership and Campus Culture	Candidates demonstrate the ability to shape campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.	The use of case study problem solving, vignettes, and decision making activities, such as "in-basket" skill building techniques upon which student solutions to problems to be based.	Detailed Rubrics
Organizational Leadership and Management	Candidates demonstrate the ability to promote the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	The candidates will complete essay assignments, analyzing and applying materials and concepts from the readings and class discussion involving major organizational theory threads.	Self-assessment. Continuous feedback from the professor. Detailed rubrics shall be used to assess the quality of student responses to all case study and in-basket activities



EDAD 5364: Management of Special Programs and Axillary Services

This course emphasizes the management of the internal organization and support of units of a campus. Topics include student grouping, staffing, scheduling, programming for special population students, textbooks, food service, campus security and pupil transportation.

Standards Evident in Course

ISLLC

- Standard 1
- Standard 2
- Standard 3
- Standard 5
- Standard 6

Chapter 241

- Values and Ethics of Leadership
- Leadership and Campus Culture
- Organizational Leadership and Management
- Curriculum Planning and Development
- Instructional Leadership and Management

TEXES

- Competency 1
- Competency 2
- Competency 3
- Competency 4
- Competency 5
- Competency 6
- Competency 7
- Competency 8
- Competency 9

EDAD 5364: Management of Special Programs and Auxiliary Services

Elements of Standards	Knowledge Development	Skill Development:	Assessment
Values and Ethics of Leadership	Candidates will apply a grasp of anti-deficit thinking to the design and delivery of special programs and units.	<p>Reading assignments and activities and reflections relating to specific chapters and guest speakers will be assigned often. Students are required to complete a field project by compiling an auxiliary services notebook, based on his or her district. Candidates will visit with a director or coordinator to discuss one of the listed special units and the issues involved in serving students receiving these services. The candidate to identify a topic that provides an analysis of an issue relevant to special populations in the present within its historical context. By gaining background information through lessons and class activities, the student will be given the opportunity to choose an area of research interest relating to the administration of a special population programs. Identify and write research questions to provide context of interest. Develop descriptions of data.</p>	<p>Detailed Rubrics; self-assessment; continuous feedback from professor.</p>
Leadership and Culture	Candidates will develop and utilize the theoretical knowledge and analytic skills for leadership in meaningful systems change.		
Organizational Leadership	Candidates will develop understanding of the history, funding, guiding educational philosophy, and design of a broad array of special populations, programs and units.		
Curriculum Planning and Development	Candidates will critically assess current and emerging practices and policies.		
Instructional Leadership and Management	Candidates will investigate local implementation of special programs and units.		



EDAD 5374: Campus Finance and Budgeting

This course is a study of the financial operations of public school campuses of Texas. The principal is held accountable for the management of a significant amount of resources provided by the public. This course seeks to prepare the principal with the knowledge and skills necessary to understand and apply the budgeting, accounting, planning, purchasing and auditing functions of a campus.

Standards Evident in Course

ISLLC

Standard 1

Standard 4

Standard 6

Chapter 241

Values and Ethics of Leadership

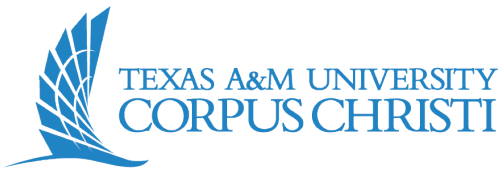
Human Resource

Organizational Leadership and Management

TEXES

Competency 1

Competency 8



EDAD 5374: Campus Finance and Budgeting

Elements of Standards	Knowledge Development	Skill Development:	Assessment
Values and Ethics of Leadership	Candidates will develop understanding of the financial duties and responsibilities of a campus principal, and the relationship between the campus, district concerned with budget development and management.	Each student will prepare a research paper on the topic of Ethics and School Budget.	Detailed Rubric.
Human Resource	Candidates will demonstrate a working knowledge of the shared decision making approach to the campus budget development process.	Journal articles, class discussion. Analysis of a campus operations budget	Detailed Rubric
Organization	Candidates will develop understanding of the history and theory of school finance;	In class assignments to demonstrate level of understanding and proficiency in campus finance.	Pre/Post test assessment.



EDAD 5375: Communication and Community Relations

A study of the multidimensional role of school-community relations and administrative communication at the campus level. This course seeks to emphasize the importance of designing programs relating to the needs and problems of the school and its internal and external publics by employing analysis, oral and written communication formats, communication skills and processes, for a diverse democratic environment where citizen cooperation and involvement in school affairs are key to dynamic support and success of the school.

Standards Evident in Course

ISLLC

Standard 1
Standard 4
Standard 5

Chapter 241

Values and Ethics of Leadership
Leadership and Culture
Communication and Community Relations

TEXES

Competency 1
Competency 2
Competency 3



EDAD 5375: Communication and Community Relations

Elements of Standards	Knowledge Development	Skill Development:	Assessment
Values and Ethics of Leadership	Candidates will be able to relate the importance of public relations to the success of the school.	Participate and to interact in a variety of activities relating to the public relations and communications functions of an administrator	Comprehensive final exam. Detailed Rubric.
Leadership and Culture	Candidates will be able to prepare an appropriate public relations policy and its goals to create or improve a school/community public relations plan.	Participate in a Parent University Family Engagement evening.	Detailed Rubric
Communication and Community Relations	Candidates will formulate a working knowledge using mass communicating skills to influence stakeholders and community's attitudes and perceptions. Candidates will be able to relate the need and use of public relations during crisis situation.	Community project presentation at the Antonio Garcia Center. Develop a public relations/Crisis Plan	Detailed Rubric.



